VĨNH BÁ
(Giáo viên Chuyên Anh - Trường Quốc học Huế)

CÂU HỎI TRẮC NGHIỆM
Chuyên đề
KĨ NĂNG ĐỌC HIỂU
(ENGLISH READING COMPREHENSION SKILLS)

TÀI LIỆU ÔN THI ĐẠI HỌC

(Tái bản lần thứ nhất)

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

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LỜI NÓI ĐẦU

Phần "Đọc và Hiểu Văn" là phần không thể thiếu trong mọi đề thi Tiếng Anh các cấp. Dù chỉ chiếm một tỉ lệ điểm không lớn, nhưng phần này khiến cho thí sinh mất nhiều thời gian suy nghĩ và dễ làm cho thí sinh e sợ nếu gặp phải một bài văn khó hiểu. Mức độ khó của bài văn thể hiện ở các chỗ: đề tài bàn đến có thể không nằm trong kinh nghiệm sống của lứa tuổi học sinh, từ vựng và cấu trúc nằm ngoài vốn hiểu biết, và cách thức đặt câu hỏi lắt léo, đánh bẫy.

Tập sách này là tập hợp những bài văn thuộc các đề tài nằm trong phạm vi kiến thức phổ thông. Cách hành văn của từng bài có thể đơn giản mà cũng có thể phức tạp, nhưng không đến độ quá rối rắm.

Câu hỏi trắc nghiệm dưới mỗi bài đọc thường gồm các loại sau:

1. **Câu hỏi về ý chính**: yêu cầu người đọc phải tóm tắt được chủ đề cơ bản hoặc mục đích của tác giả, với các dạng mở đầu như sau:

   + What is the main topic of this passage?
   + The best title for the passage is...
   + The main topic for this passage is...
   + What does the author mainly discuss?
   + The main idea of this passage is...

Để chọn được câu trả lời đúng, học sinh nên:

(1) Lưu ý đến câu chủ điểm (thường nằm ở đầu mỗi đoạn văn).
(2) Lưu ý giọng văn của tác giả.
(3) Đọc lướt qua toàn bài, đặc biệt là câu chủ điểm, để tìm những từ ngữ mấu chốt (key vocabulary) có thể biểu thị thái độ của tác giả đối với đề tài.
(4) Đọc kỹ bài để chọn câu trả lời. Lưu ý rằng chỉ câu chủ điểm không thôi chưa đủ thông tin để xác định ý chính của bài. Ý chính chỉ có thể được khái quát hóa sau khi đọc kỹ toàn bài và theo dõi thái độ của tác giả.

2. **Câu hỏi về sự kiện.** Loại câu hỏi này yêu cầu học sinh phải trả lời bằng các thông tin cụ thể về bài văn.

Câu hỏi về sự kiện có dạng là một câu bỏ lửng và bên dưới là 4 chọn lựa, trong đó chỉ có một chọn lựa hoàn thành câu bỏ lửng đúng ý bài văn.

Phần mở đầu của loại câu hỏi này thường có dạng sau:

   + According to the article, ...
   + The passage states that ...
   + The author indicates that ...

Để chọn đúng câu trả lời cho loại câu hỏi này, học sinh cần:

(1) Xác định từ/cụm từ mấu chốt trong câu hỏi.
(2) Lướt qua bài văn để tìm từ/cụm từ mấu chốt này, hoặc các từ liên quan đến từ mấu chốt này.
(3) Sau khi xác định được vị trí của từ/cụm từ mấu chốt trong bài văn, đọc kĩ phần bài văn có chứa cụm từ này để chọn câu trả lời.

Câu hỏi về sự kiện hầu như luôn luôn được hỏi theo thứ tự xuất hiện của các sự kiện trong bài văn. Do đó, câu hỏi sự kiện đầu tiên sẽ nằm gần đầu bài văn hơn là câu hỏi sự kiện cuối cùng. Hiểu được điều này sẽ giúp học sinh làm bài nhanh hơn vì nếu đang tìm câu trả lời cho câu hỏi số 1, học sinh chỉ cần tìm thông tin ở đầu bài văn. Trái lại, nếu đang trả lời câu 5 chẳng hạn, học sinh sẽ nhìn vào phần cuối bài đọc.

3. **Các câu hỏi sự kiện phủ định:** đưa ra 3 phát biểu đúng và một phát biểu sai. Học sinh phải loại trừ được 3 phát biểu đúng, phát biểu sai còn lại chính là câu phải chọn để trả lời.

Các câu hỏi sự kiện phũ định thường có dạng như sau:

+ According to the passage, all of the following are true EXCEPT...
+ The author mentions all of the following EXCEPT...

Để trả lời các câu hỏi sự kiện phủ định, học sinh phải:

(1) Đọc kĩ các chọn lựa để xác định vị trí của thông tin trong bài văn.
(2) Đọc lướt qua bài văn để loại trừ 3 chọn lựa có thông tin khớp với thông tin trong bài văn.
(3) Chọn lựa còn sót lại chính là câu trả lời đúng.

4. **Câu hỏi suy luận**: Thông tin để trả lời loại câu hỏi này đôi khi không được phát biểu rõ ràng trong bài văn. Học sinh phải suy luận căn cứ trên những thông tin khác, hoặc phải "đọc giữa hai hàng chữ" (read between the lines) mới thấy ý ẩn tàng của tác giả.

Những câu hỏi loại này thường được lập văn như sau:

+ While not directly stated, we can infer from the passage that ...
+ According to the passage, the author implies that ...
+ It can be inferred from paragraph 6 that ...
+ Which of the following can be inferred from the passage?

5. **Câu hỏi về ngữ nghĩa**: Loại câu hỏi này trắc nghiệm vốn từ vựng của học sinh. Học sinh phải chọn trong 4 từ cho sẵn một từ đồng nghĩa với từ dùng trong bài văn.

Các câu hỏi ngữ nghĩa thường có dạng như sau;

+ The word "subsequent" in line 19 is closest in meaning to ...
+ The word "varied" in line 2 could best be replaced by ...
+ The word "their" in line 20 refers to ...
+ In line 5, the phrase "giant patriarchs" could best be replaced by which of the following?

Hy vọng sau khi kiên trì rèn luyện với các bài tập trong sách này, học sinh sẽ nắm được kĩ năng làm bài và đạt được điểm tối đa cho phần câu hỏi đọc hiểu văn.

Tập sách này cũng có thể là nguồn tư liệu có ích cho các đồng nghiệp trong việc soạn bài kiểm tra.

Người sưu tập và tuyển chọn

Vĩnh Bá

1 THE FAMOUS CUP

It's only 36 centimeters tall, but to fans throughout the world, it represents the highest achievement in football. Every four years, teams from all over the globe compete to take home the FIFA World Cup Trophy, yet nobody ever does.

Do you know why? Nobody ever takes it home because the 18-carat gold trophy is kept under lock and key by FIFA (Fedération Internationale de Football Association). The champions of each World Cup tournament receive only a replica. This is to protect the valuable prize from thieves, who have stolen the World Cup trophy twice in its 75-year history.

The little trophy has certainly had a troubled existence. The original trophy was made by a French sculptor, Abel LaFleur, and was called the "Jules Rimet Cup," in honor of the founder of the World Cup tournament. Sometime during the first three World Cup events (1930, '34 and '38), the name changed to simply the "World Cup." Then during World War II, not much was seen or heard of the trophy. It was being kept hidden in a shoe box under the bed of Dr. Ottorino Barassi, the Italian vice-president of FIFA, to prevent it from falling into the hands of the Nazi army.

Although the trophy made it safely through the war, it didn't fare so well during the turbulent 1960s. In 1966, the Cup was stolen during a public showing of the trophy prior to the World Cup tournament in England. Luckily, it was found a short time later none the worse for wear in a trash container, by a little dog named Pickles.

Four years later, Brazil earned permanent possession of the original trophy by winning its third World Cup title. Unfortunately, the trophy was stolen a second time, in 1983, and was never recovered. The Brazilian Football Association had to have a duplicate trophy made.

After the first trophy became the possession of Brazil's football association, a new World Cup Trophy for FIFA was designed by an Italian artist, Silvio Gazazniga, in 1974. This trophy cannot be won outright, but remains in the possession of FIFA, and rest assured they are keeping a close eye on it. Today, World Cup winners are awarded a replica of the trophy that is gold-plated, rather than solid gold like the real one.

Gazazniga's World Cup trophy weighs almost five kilograms. Its base contains two layers of a semi-precious stone called malachite, and has room for 17 small plaques bearing the names of the winning teams – enough space to honor all the World Cup champions up to the year 2038. After that, a new trophy will have to be made.

1. This reading is mainly about ______ .
   A. the World Cup tournament B. thieves
   C. the World Cup trophy D. World Cup stars

2. Which question is NOT answered in the reading?
   A. How much does the World Cup trophy weigh?
   B. Who made the first trophy?
   C. Where did the police find the stolen trophy?
   D. How much money is the trophy worth?

3. The first trophy was named the "Jules Rimet Cup" because Rimet ______ .
   A. made the trophy
   B. was a famous player
   C. scored the final goal in 1930
   D. came up with the idea of the World Cup

4. Which is true about Gazazniga's World Cup trophy?
   A. It is made of gold and silver.
   B. It is a replica of the first trophy.
   C. It is in a museum in Brazil
   D. It will only be used until 2038.

5. In which year did Brazil win the World Cup championship for the third time?
   A. 1970 B. 1974 C. 1986 D. 2002

GLOSSARY

– **trophy** chiếc cúp (làm giải thưởng)
– **18-carat gold** vàng 18 ca-ra
– **to be kept under lock and key** được cất giữ cẩn thận
– **FIFA [Fedération Internationale de Football Association]** Liên đoàn Quốc tế Các Hiệp hội Bóng đá
– **replica** bản sao
– **troubled** (adj) nhiều rắc rối
– **sculptor** nhà điêu khắc
– **founder** người sáng lập
– **vice-president** phó chủ tịch
– **Nazi** Đức Quốc Xã
– **to make it safely through the war** an toàn qua được cuộc chiến tranh
– **to fare well** tiến triển tốt đẹp, ăn nên làm ra
– **turbulent** (adj) nhiều biến động
– **prior to** (prep) (xảy ra) trước
– **none the worse for wear** còn nguyên vẹn, chưa suy suyển gì
– **trash container** thùng rác
– **to earn permanent possession of sth** được quyền sở hữu cái gì trọn đời
– **title** danh hiệu
– **to recover** thu hồi, lấy lại
– **duplicate** bản sao
– **outright** (adv) ngay tức thì
– **rest assured** xin hãy yên tâm rằng
– **to keep a close eye on sth** canh giữ cẩn thận
– **solid gold** vàng ròng, vàng khối
– **base** cái đế
– **layer** lớp mỏng
– **semi-precious stone** đá bán quí
– **malachite** [tên một loại đá]
– **plaque** tấm kim loại
– **to honor** vinh danh, tôn vinh

2 GOAL: ENDING CHILD LABOR

Carefully guiding a needle that's longer than his tiny fingers, a young boy in Pakistan stitches together the leather pieces of a soccer ball. He sits crouched in the corner of a hot, airless shed for 12 hours. For his long day's work, he will earn 60 cents.

The boy is one of more than 200 million children who work at hard, sometimes dangerous jobs all over the world. Child labor exists in two-thirds of the world's nations. From Indonesia to Guatemala, poor children as young as six are sent off to work. Often they are mistreated and punished for not working hard enough. Children mix the gunpowder for firecrackers in China and knot the threads for carpets in India, all for pennies a day. Sometimes they are sold as slaves.

In a speech to the Child Labor Coalition when he was U.S. Secretary of Labor, Robert Reich expressed gratitude for the organization's work to end abuse of child labor, "You turned up the heat, and you got results." He also congratulated Craig Kielburger, then 13, of Canada, who traveled the world for a year fighting for kids' rights. Craig believes kids can make a difference. He offers this advice, "Write letters to companies and government officials. Put pressure on leaders to make changes and to stop the misuse of children."

One solution to the child-labor problem in poor countries is education. "The future of these countries," Secretary Reich declared, "depends on a work force that is educated. We are prepared to help build schools."

Education has helped to make the world a brighter place for one youth, Aghan of India. When he was nine, Aghan was kidnapped from his home and sold to a carpet maker. Aghan's boss was very cruel. "I was always crying for my mother," he recalls. Aghan's dream was to learn to write so that he could send letters to his parents. Fortunately, a group that opposes child labor rescued Aghan from the factory. He was sent to a shelter in New Delhi where he worked hard to learn to write.

1. What is an example of dangerous work done by a child?
   A. stitching a soccer ball
   B. knotting carpet threads
   C. mixing gunpowder
   D. *none of the above*

2. When young children are forced to work, ______
   A. they never see their families.
   B. they work but never get paid.
   C. they are punished if they do not work hard.
   D. they are always sold as slaves.

3. Child labor is most common in ______
   A. countries that make firecrackers.
   B. poor countries.
   C. countries that have slavery.
   D. countries that make carpets.

4. The children who work are often ______ .
   A. treated well
   B. paid generously
   C. misused
   D. *all of the above*

5. When children are used to work for unfair wages in poor working conditions, it is best described as ______ .
   A. an abuse of working children.
   B. hard work.
   C. a poor working environment.
   D. unfair labor practices.

6. According to the article, children who work under poor conditions ______ .
   A. start to work only after age 13.
   B. start to work only after age 12.
   C. make only 60 cents an hour.
   D. may make only 60 cents a day.

7. According to the article, what is the best way to keep many children from falling victim to the abuse of child labor in the future?
   A. Help poor countries educate their children.
   B. Refuse to buy products made in countries that abuse child labor.
   C. Rescue each child.
   D. *none of the above*

8. Why do families allow young children to go to work?
   A. They don't know how bad it is.
   B. The grownups don't want to work.
   C. The families are very poor and need the income.
   D. The children are paid a lot of money.

9. How do you know Aghan was not happy making carpets away from his family?
   A. He dreamed of learning to write.
   B. He was rescued.
   C. He cried for his mother.
   D. He lives in a shelter.

10. In New Delhi, Aghan ______ .
   A. worked for a group that is opposed to child labor.
   B. received an education.
   C. lived with his family.
   D. made carpets.

GLOSSARY

- **child labor** tình trạng lao động trẻ em
- **to stitch** khâu bằng kim
- **leather** da thuộc
- **crouched** (adj) lom khom, cúi gập người
- **airless** (adj) thiếu không khí, ngột ngạt
- **shed** nhà kho
- **to mistreat sb** ngược đãi ai
- **gunpowder** thuốc súng
- **firecrackers** pháo
- **to knot the threads** thắt gút các sợi chỉ
- **carpet** tấm thảm
- **slave** nô lệ
- **Child Labor Coalition** Liên Minh Chống Lao Động Trẻ Em
- **Secretary of Labor** Bộ Trưởng Lao Động Mỹ
- **gratitude** lòng biết ơn
- **abuse** sự lạm dụng
- **to congratulate** chúc mừng
- **to fight for kids' rights** đấu tranh cho quyền của trẻ em
- **to put pressure on sb** gây sức ép đối với ai
- **to misuse** sử dụng sai mục đích
- **work force** lực lượng lao động
- **to kidnap** bắt cóc
- **cruel** (adj) độc ác
- **to oppose sth** chống lại cái gì
- **to rescue** giải cứu
- **shelter** chỗ ở, chỗ trú thân

3

Wikipedia is an encyclopaedia that is available on the Internet and what people love about it is that it can be edited by absolutely everybody.

When and how did it start?

It was founded in 2001 by a guy called Jimmy Wales. It started as a fancy idea, a kind of a hobby and everybody is surprised how popular it has become and how many computer scientists it has attracted. It has got a collection of about 1.8 mln articles, the majority of which are in English; however, one can find some articles in over 200 languages. If it was a business, it would earn lots of money.

How is it possible that articles that can be changed by anyone are correct?

The Wikipedia is based on wikis – a special software which lets everyone modify a webpage and it is true that anyone can change the information on the page if they think it's incorrect. But, the Wikipedia has a team of over 13,000 people who are experts in different fields and who correct any inaccurate information sent by people.

Is it error-free?

One may say so. Recently, for example, the British journal *Nature* looked at the scientific information in Wikipedia and confirmed it was very reliable and that they didn't find many errors. It was very good news for the founder as well as for all the users.

Why is it becoming so popular?

Like the whole idea of the Internet, it's also quick and available to everyone. The greatest thing of all is that it is free. Some people also stress that it's fun to be able to add what you know to the information on the net. IT specialists believe it has a very bright future and most claim it's the most brilliant invention ever.

1. Wikipedia ______
   A. was created by a team of computer scientists.
   B. began as a business idea.
   C. became popular as soon as it started.
   D. started as one man's passion.

2. Articles in Wikipedia are ______
   A. mostly about science.
   B. mostly in English.
   C. translated into 200 languages.
   D. very interesting.

3. Wikipedia remains accurate as much as possible because ______
   A. all people who write for it are experts.
   B. it has a special type of software programme.
   C. there are people who monitor it for mistakes.
   D. not everybody can change the information.

4. The best advantage of Wikipedia is that ______
   A. you don't have to pay for it.
   B. everyone can use it.
   C. it is created by ordinary people.
   D. is quick and reliable.

5. The text probably comes from ______ .
   A. a leaflet
   B. a speech
   C. a scientific article
   D. a magazine article

GLOSSARY

- **encyclopaedia** từ điển bách khoa
- **to edit** biên tập, chỉnh sửa
- **to found** thành lập
- **a fancy idea** một ý tưởng ấp ủ sự say mê
- **mln = million**
- **webpage** trang web
- **error-free** (adj) không có sai sót
- **to confirm** khẳng định
- **to stress** nhấn mạnh
- **IT = Information Technology** công nghệ thông tin
- **passion** niềm đam mê
- **to monitor** theo dõi để xử lí

4

In today's competitive world, what responsible parent would not want to give their children the best possible start in life? For this reason, many parents want their children, often as young as ten months old, to become familiar with computers. They seem to think that if their children grow up with computers, they will be better equipped to face the challenges of the future.

No one has proved that computers make children more creative or more intelligent. The truth may even be the opposite. Educational psychologists claim that too much exposure to computers, especially for the very young, may negatively affect normal brain development. Children gain valuable experience of the world from their interaction with physical objects. Ten-month-old babies may benefit more from bumping their heads or putting various objects in their mouths than they will from staring at eye-catching cartoons. A four-year-old child can improve hand-eye coordination and understand cause and effect better by experimenting with a crayon than by moving a cursor around a computer screen. So, as educational psychologists suggest, instead of government funding going to more and more computer classes, it might be better to devote resources to music and art programs.

It is **ludicrous** to think that children will fall behind if they are not exposed to computers from an early age. Time is too precious to spend with a "mouse". Now is the time when they should be out there learning to ride a bike. There will be time later on for them to start banging away at keyboards.

1. Why do parents want their children to learn how to use a computer from an early age?
   A. Because they are afraid their children will become competitive.
   B. Because they want their children to be well prepared for their future.
   C. Because this is what all the other parents seem to do.
   D. Because they believe their children will have difficulty learning to use one if they don't start early.

2. Children who spend a lot of time on their computers ______
   A. do not necessarily make more progress than those who don't.
   B. tend to like music and art more than those who don't.
   C. will suffer from brain damage.
   D. tend to have more accidents than those who don't.

3. The author implies that children learn better ______
   A. after they have developed hand-eye coordination.
   B. when they use a computer.

C. as they get older
D. when they hold and feel things around them.

4. What would be an appropriate title for this passage?
   A. Never too early to start
   B. Let kids be kids
   C. Computers in schools
   D. More computers mean brighter future

5. What is true according to the passage?
   A. It is better for children to take computer lessons than art lessons.
   B. Parents should not put off buying a computer for their children.
   C. Computers seriously harm children's eyesight.
   D. There is no evidence that children who use computers are more clever than those who do not.

6. What does the word "ludicrous" in the third paragraph (first sentence) mean?
   A. ridiculous B. humorous C. ironic D. sensible

GLOSSARY

- **to be exposed to sth** phải hứng chịu, phải nếm trải, có cơ hội tiếp xúc với (**exposure**)
- **interaction with** sự tương tác với
- **to bump one's head** va đầu
- **eye-catching** (adj) hấp dẫn, bắt mắt
- **hand-eye coordination** sự phối hợp giữa tay và mắt
- **crayon** bút chì màu
- **cursor** con nháy trên màn hình
- **funding** sự tài trợ
- **to bang away at sth** đập mạnh vào

5

A massage is relaxing, and makes you feel great, but did you know that it's also good for you? That's what doctors are now saying. Massage relieves pain and anxiety, eases depression and speeds up recovery from medical problems.

Research has shown that people of all ages benefit from touch. Premature infants who are held develop faster than those left alone, and healthy babies who get a lot of physical contact cry less and sleep better. Researchers are not sure why this occurs but they have also found out that touch can slow heart rate, lower blood pressure and increase levels of seratonin, the brain chemical that is linked to well-being. It also decreases levels of the stress hormone cortisol, and this in turn increases your resistance to illness.

Massage also speeds up healing. Bone-marrow transplant patients who were given massages had better neurological function than those who weren't. Furthermore, massage reduced pain by 37% in patients with chronic muscle aches.

Giving someone a massage may be as good as getting one. A study conducted by the university of Miami found that mothers suffering from depression felt better after massaging their infants. In that same study, elderly volunteers who massaged infants reported feeling less anxious and depressed.

It even works when you do it yourself; 43% of headache sufferers reported getting relief after massaging their temples and neck and smokers who were taught self-massage while trying to quit felt less anxiety and smoked less.

1. What has recently been said about getting a massage?
   A. It relaxes you.
   B. It makes you feel good.
   C. It improves your physical condition.
   D. It requires a special technique.

2. Babies born before their time ______
   A. cry less and sleep better if they are massaged.
   B. grow faster if they are held.
   C. develop faster than healthy babies if they get a lot of physical contact.
   D. don't survive if they are not held.

3. The author suggests that touch ______
   A. increases levels of the stress hormone cortisol.
   B. makes your heart beat faster.
   C. increases the feeling of well-being.
   D. helps you deal with your feelings.

4. Patients who get massages ______
   A. don't experience muscle pain.
   B. avoid having surgery.
   C. make a quicker recovery.
   D. are not better off than those who do not.

5. According to the article ______
   A. massage has no effect on smokers.
   B. massage relieves headaches by 43%.
   C. smokers who gave others massages felt less anxious and smoked less.
   D. massaging yourself is as effective as being massaged.

6. What did the study conducted in Miami show?
   A. Elderly volunteers who got massages felt less anxious.
   B. Mothers were depressed after massaging their babies.
   C. Babies who got massages felt better.
   D. Giving a massage is as beneficial as getting one.

7. What is NOT true according to the article?
A. Mothers will suffer from depression if they don't massage their babies.
B. People can learn to massage themselves.
C. Massage is good for you regardless of whether you're giving or getting one.
D. It helps smokers quit smoking.

GLOSSARY

- **relaxing** (adj) gây cảm giác dễ chịu
- **depressed** (adj) trầm cảm (depression)
- **to speed sth up** đẩy nhanh cái gì
- **premature infant** trẻ sinh thiếu tháng
- **heart rate** nhịp tim
- **blood pressure** huyết áp
- **well-being** trạng thái mạnh khỏe
- **resistance to** sức đề kháng đối với
- **bone-marrow transplant** sự cấy ghép tủy xương
- **neurological** (adj) thuộc thần kinh
- **chronic** (adj) mãn tính
- **muscle ache** sự đau nhức cơ bắp
- **temple** thái dương
- **self-massage** sự tự xoa bóp

6

If we took a look at how people in Europe communicated just one hundred years ago, we would be very surprised to find out that English was hardly used outside the United Kingdom. The language most commonly used between people of different nationalities, and particularly the aristocracy, was French. In fact, French was **the language of diplomacy**, culture and education. However, that is not the case nowadays. English has replaced French as the international language of communication. Today there are more people who speak English as a second language than people who speak it as a first language.

There are many reasons why English has become the language of international communication. Britain's colonization of many parts of the world had something to do with it, but it is mainly due to America's rise to the position of major world power. This helped spread popular American culture throughout the world bringing the language with it.

But is it good that English has spread to all parts of the world so quickly? Language specialists seem to be divided over this issue. There are those who claim that it is important to have a language that the people in our increasingly globalized world have in common. According to others, English is associated with a particular culture and therefore promotes that culture at the expense of others. Linguists have suggested "Esperanto", an artificially put-together language, as a solution to international communication problems but without success. So, English will continue being the world language until some other language, maybe Chinese, which is the most widely-spoken native language in the world, takes over as the world's international language instead of English.

1. According to the passage, a century ago ______
   A. educated people throughout Europe spoke English.
   B. foreign travelers to England spoke only French.
   C. French was much more popular than English.
   D. only the French aristocracy could speak English.

2. What is chiefly responsible for the growth in popularity of English?
   A. Britain's becoming an international power.
   B. The French losing many colonies.
   C. America's becoming powerful.
   D. The development of American culture.

3. What is meant by "the language of diplomacy" (lines 5-6)?
   A. The language used by ordinary people.
   B. The language used by the English and the French.
   C. The language used by the aristocracy.
   D. The language used by governments.

4. What is true according to the passage?
   A. The experts don't like Esperanto.
   B. Esperanto is difficult to learn.
   C. Esperanto is not a natural language
   D. Esperanto is becoming more and more popular.

5. The experts' opinion on the spread of English is ______ .
   A. split B. positive C. negative D. undecided

6. The author believes that ______
   A. English is easier to learn than Chinese.
   B. English will probably be replaced as an international language.
   C. Chinese is going to be the next language of international communication.
   D. Chinese is growing in popularity among non-native speakers.

7. These days ______
   A. French is the language of diplomacy.
   B. more non-natives speak English than natives.
   C. more people speak French than English.
   D. French is a dying language.

8. What would be a good title for this passage?
   A. English: Past, Present and Future
   B. English as an International Language
   C. English language means English culture
   D. English: a difficult language to learn

GLOSSARY

– **aristocracy** giai cấp quý tộc
– **colonization** sự khai thác thuộc địa
– **to be divided over** bất đồng ý kiến về
– **globalized** (adj) đã toàn cầu hóa
– **at the expense of sb** (trong khi) gây thiệt thòi cho người khác

7

The term "dyslexia" is used to describe a number of problems associated with reading, writing or spelling. Short-term memory, mathematics, concentration, personal organization and sequencing may also be affected. We do not know exactly what causes dyslexia, but we do know that it tends to run in the family. We also know that more boys suffer from dyslexia than girls and that dyslexia is more common in urban areas than in rural.

One of the most common signs of dyslexia is "reversals". People with this kind of problem often confuse letters like "b" and "d" when reading and writing or they sometimes read and write words like "tip" and "won" as "pit" and "now". Other common characteristics are lack of punctuation, misspelling, mixed-up sentence structure and poor grammatical construction.

People are born with dyslexia, but it is only when they begin to learn to write that it becomes a noticeable problem. For children with dyslexia, going to school can be a traumatic experience. Poor achievement can make them feel frustrated and insecure. They are reluctant to go to school and sometimes even skip school altogether. Cheating, stealing and experimenting with drugs can also occur when children regard themselves as failures.

It is a common misconception that dyslexic people are of inferior intelligence. Yet Albert Einstein, Leonardo da Vinci, Thomas Edison and Hans Christian Andersen were apparently all dyslexic. There is no total cure for dyslexia; however, the effects of dyslexia can be lessened with the guidance of skilled specialists and a lot of determination.

1. When does it become apparent that a child may be suffering from dyslexia?
   A. when they are born
   B. when they begin their education
   C. when they use symbols instead of words
   D. when they start talking

2. According to the passage, dyslexic children ______
   A. might have behavioral problems.
   B. end up taking drugs.

C. look forward to going to school.
D. do well at school.

3. The passage states that one common characteristic of dyslexics is that they ______
   A. have difficulty expressing their feelings.
   B. are not able to read three-letter words.
   C. have difficulty learning the letter "b".
   D. read words backwards.

4. The purpose of this passage is to inform readers that ______
   A. Albert Einstein was dyslexic.
   B. it is difficult for dyslexics to get professional help.
   C. dyslexics are as intelligent as other people.
   D. dyslexics are inferior to other people.

5. Who is more likely to be dyslexic?
   A. girls
   B. children who live in the country
   C. children who are not bright
   D. children whose parents are dyslexic

6. How can the effects of dyslexia be made less severe?
   A. by learning to live with them
   B. by learning a special skill
   C. with professional help and hard work
   D. by learning how to deal with failure

7. According to the passage, which of the following is true?
   A. Dyslexia refers to a specific learning disability.
   B. Dyslexic people become famous.
   C. Dyslexia affects only reading and writing skills
   D. The causes of dyslexia haven't been fully explained.

GLOSSARY

- **dyslexia** chứng đọc và viết khó – **dyslexic** (adj)
- **short-term memory** trí nhớ ngắn hạn/ trí nhớ sơ cấp
- **sequencing** khả năng liên kết các sự kiện
- **to run in the family** có tính di truyền
- **reversal** sự đảo ngược
- **misspelling** sự đánh vần sai
- **mixed-up** (adj) lộn xộn, rối loạn
- **traumatic** (adj) gây chấn thương
- **frustrated** (adj) chán nản, thất vọng
- **insecure** (adj) bất an, không yên tâm
- **to skip school** bỏ học
- **misconception** quan niệm sai lầm
- **inferior** (adj) thấp kém
- **to lessen** làm giảm bớt, làm nhẹ đi

8

Back in 1853, at the age of 24, Levi Strauss opened a west coast branch of his brother's dry goods business in New York. Over the next twenty years, he built his business into a lucrative operation.

One of Levi's customers was a tailor by the name of Jacob Davis. Originally from Latvia, Jacob lived in Reno, Nevada, and regularly purchased bolts of cloth from Levi Strauss & Co. Among Jacob's customers was a man who kept ripping the pockets on the pants that Jacob made for him. Jacob tried to find a way to strengthen his customer's pants when, one day, it finally occurred to him. He decided to put metal rivets on the pocket corners and at the base of the button fly. It worked and the pants became an instant success.

Jacob knew he had discovered something new and worried that someone might steal his idea. That's why he decided to apply for a patent, but he didn't have the $68 that was required for the paperwork. So, he turned to Levi Strauss. He wrote him a letter suggesting that they hold the patent together. Being the businessman that he was, Strauss agreed immediately seeing the potential for this new product. So, on May 20, 1873, the two men received patent number 139,121 from the US Patent and Trademark Office and went into business together. That was the day blue jeans were born. Who would have thought back then that denim, thread and a little metal would become the most popular clothing product in the world and it's all thanks to two men – Levi Strauss and Jacob Davis.

1. According to the passage, why did Jacob write to Levi?
   A. He didn't have the necessary funds to get a patent.
   B. He didn't know how to apply for a patent.
   C. He had no one else to turn to.
   D. He knew Levi had the right connections.

2. Which of the following titles best summarizes the content of the passage?
   A. The Beginning of a Successful Partnership
   B. The History of Jeans
   C. How Jeans Were Invented
   D. The Lives of Levi Strauss and Jacob Davis

3. According to the passage, what happened in 1853?
   A. Levi set up a business with his brother,
   B. Levi moved to the west coast.
   C. Levi became a successful businessman.
   D. Levi started working on his own.

4. What is true about Jacob Davis?
   A. He was Levi's friend.
   B. He was Levi's customer in Latvia.
   C. He was Levi's business partner.
   D. He was Levi's tailor.

5. Why did Jacob put metal rivets on the pants he made?
   A. because his customers asked for it
   B. because he wanted to prevent something from happening
   C. because it was fashionable
   D. because he wanted to do something different

6. Why did Levi accept Jacob's offer?
   A. because he knew it would pay off
   B. because his business was in trouble
   C. because he was looking to expand his business
   D. because Jacob was a good customer

7. In 1873, Levi and Jacob ______ .
   A. founded their first company.
   B. applied for a patent number.
   C. made their first blue jeans.
   D. got their first customers.

GLOSSARY

– **lucrative** (adj) sinh lời, nhiều lợi nhuận
– **bolt of cloth** cuộn vải, súc vải
– **to rip** làm rách
– **pants** cái quần
– **rivet** con đinh tán
– **base** phần phía dưới, phần đáy
– **button fly** cửa quần
– **patent** bằng sáng chế
– **paperwork** giấy tờ hành chính
– **Patent and Trademark Office** Sở cấp bằng phát minh và công nhận thương hiệu
– **denim** [tên loại vải để may quần jeans]
– **thread** sợi chi
– **to pay off** (rốt cuộc) mang lại lợi ích

9

PROTECT OUR PLANET WITH CAT!

Back in the 1960s and 70s, the world was becoming more aware of the destructive effects of industry on the environment and people were starting to think seriously about ways of protecting the environment. One man who was particularly affected by this subject was Gerard Morgan-Grenville. As Morgan-Grenville travelled round earning his living as a gardener, he noticed signs of the damage that was being done to the countryside around him. It wasn't long before Morgan-Grenville decided that he had to do something about this situation. He felt that if people could be shown a better way of living then maybe they would be interested enough to try to protect their precious environment.

Mr Morgan-Grenville decided to set up a project that would prove what was happening to our surroundings and what could be done about it. So, in 1975, Morgan-Grenville created the Centre for Alternative Technology (CAT) in a village in Wales.

The main aim of CAT is to search for an ecologically better way of living by using technology that does not harm the environment. One of the most important things CAT did initially was to explore and demonstrate a wide range of techniques and to point out which ones had the least destructive results on the world around us. It is also very important for CAT to provide information and advice to people all over Britain and all over the world. If more and more individuals are informed about how much damage our modern lifestyle is doing to the planet, maybe more of them would be prepared to look for solutions.

The point about CAT is that by combining theoretical and practical ideas, it has shown ways in which people, nature and technology can exist together successfully. CAT now covers many themes, including energy-saving techniques, good use of land, the correct management of waste products, recycling and health and food issues. Visitors to CAT are able to observe many new ways of living, all of which are ecologically correct and use up less of our valuable raw materials. For example, the sewage systems at CAT that get rid of all the waste from the kitchens and bathrooms are organised so as to be completely environmentally friendly, and much of the energy used at the centre is created by power from the sun, wind or rain. In addition, all the building methods used are ecologically ideal and no chemicals are used at the centre; for instance, no chemicals are used in gardening or cleaning. Everything is based on the use of natural products.

One major global problem is the damage done to the whole planet by the effects of industry. Problems such as global warming, the holes in the ozone layer, the destruction of huge areas of forests, and pollution in our atmosphere are all connected to the fact that there is an increase in industry. Now, at last, this problem is being recognised worldwide.

People now agree that we want clean air, pure drinking water, safe sunlight and healthy food. What CAT is trying to do is to demonstrate that we can have all those things without the environment paying the price. Slowly, CAT is communicating its message to countries across the world. In Europe, several countries have set up similar ecological centres to look at alternative environmentally friendly technology. The workers at CAT hope that one day there will be so many centres all over the world that governments and managers of industry will start to change their ideas and will think more carefully about the environment. Once this happens, the possibilities for protecting our beautiful planet will be endless.

1. Mr Morgan-Grenville was worried about ______
   A. the damage his gardening was doing to the countryside.
   B. the countryside being harmed.
   C. people protecting the environment.
   D. what he did for a living in the countryside.

2. One of the main aims of CAT is ______ .
   A. to use better technology to harm the environment.
   B. to use less technology in the environment.
   C. to stop using technology that does not harm the environment.
   D. to use technology that causes less damage to the environment.

3. Which one of the following statements is true?
   A. CAT uses a mixture of theory and practice to explain its message.
   B. CAT only uses practical solutions to explain its message.
   C. CAT has demonstrated how successful its theories are.
   D. CAT believes it would be better if technology didn't exist.

4. Visitors to CAT ______
   A. can use valuable raw materials.
   B. are all ecologically correct.
   C. can see new ideas in practice.
   D. can see valuable raw materials.

5. The increase in industry worldwide ______
   A. has led to an increase in environmental problems.
   B. is due to the damage done to the whole planet.
   C. is a result of efforts to protect the environment.
   D. has been caused by problems like global warming.

6. The workers at CAT are hoping ______
   A. that their managers will start to change industry.
   B. that their ideas will be used all over the world.
   C. that our beautiful planet will end.
   D. that it can protect governments and managers worldwide.

GLOSSARY

– **the Centre for Alternative Technology** Trung Tâm Sử Dụng Công Nghệ Thay Thế
– **initially** (adv) lúc ban đầu
– **theoretical** (adj) thuộc về lí thuyết
– **theme** chủ đề
– **waste products** các chất thải, phế phẩm
– **sewage system** hệ thống xử lí chất thải

10 AN UNWELCOME GUEST

Of the one in seven people in the UK who claim to have seen a ghost, the majority are women. This may be because women have far more association with the spirit world. Women trust their emotions and are generally better able than men to cope with the unexpected.

Housewife Fiona Blair describes herself as very practical and down-to-earth, and never believed in the idea that a house could be haunted. That all changed when she and her family moved into a manor house in the Midlands. Although the surveyor reckoned that the house required a lot of attention and was somewhat damp, they thought it was stunning. They could just afford it and it would be a good investment, so they took the plunge and decided to buy it.

Nonetheless, right from the start, Fiona had a strange sense that they were not alone in the house. One of her teenage daughters had left a towel over the back of a chair in the kitchen. Fiona was in the garden, and when she returned to the house, the towel was over the kitchen table like a tablecloth. On other occasions the family would find that objects such as glasses and vases had been turned upside-down.

This was only the start of the peculiar happenings. A particularly strange incident happened on Fiona's birthday. Fiona's husband, Mark, came home from work and went into the living room. He immediately came rushing out to ask who had bought her the beautiful flowers – but nobody had given Fiona flowers and her daughters had not put the flowers there. It remained a mystery how they had miraculously appeared.

Fiona was curious and decided to find out about the history of the house. What she discovered was rather alarming. Apparently a young girl, servant to a previous generation of owners, had been found dead in peculiar circumstances in the attic. Fiona and her family inevitably began to feel claustrophobic and trapped in the house, and eventually decided that they would have to move.

Unfortunately, things were not as simple as that. Each time they attempted to show the house to potential buyers, Fiona would of course ensure beforehand that everything was neat and tidy in order to make a good impression. But by the time anyone arrived, the entire house would be in a complete mess, and visitors complained of an unpleasant atmosphere. Eventually, after many months, an American couple viewed the house, and decided it had a certain attraction. For some reason, the ghost did not play its usual tricks, and Fiona was able to sell what had been her dream home.

Now living in a spacious modern apartment in London, Fiona wants to forget it all and move on with her life. "At one point I thought I might be going out of my mind, it was all so frightening. We can almost laugh about it all now, but I hope we never experience anything like that again.

1. Why did the writer and her husband want to move into the house in the Midlands?
   A. They were eager to find out if it had a ghost.
   B. They were attracted by the appearance of it.
   C. They knew someone important had lived there.
   D. They were looking for a house to modernise.

2. After they moved in, they ______
   A. began to hear strange noises in the attic.
   B. realised that the house was incredibly cold.
   C. discovered that objects were being moved.
   D. broke a lot of glasses.

3. What happened on Fiona's birthday?
   A. Her daughters bought her flowers.
   B. There was an unexplained occurrence.
   C. A burglar broke into the living room.
   D. Mark forgot to buy a present.

4. What had happened to the servant girl?
   A. She had killed herself in the attic.
   B. She was murdered by the owners.
   C. She had been locked in the attic.
   D. She died in the house.

5. What did the ghost do when they decided to sell the house?
   A. It disappeared immediately.
   B. It made people viewing it feel unwelcome.
   C. It tidied the house.
   D. It made horrible noises.

6. What does "it" (first sentence of the last paragraph) refer to?
   A. the house she lived in
   B. the modern apartment
   C. the experience she had
   D. the sale of the house

GLOSSARY

– **spirit** 1) tinh thần 2) tâm linh 3) bóng ma
– **down-to-earth** (adj) thực tế
– **haunted** (adj) (nhà) bị ma ám
– **the Midlands** vùng Trung Nguyên (ở Anh)
– **surveyor** nhân viên địa chính
– **to reckon** cho là, đoán là
– **stunning** (adj) tuyệt vời, rất hay
– **to be turned upside-down** bị lật úp
– **attic** rầm thượng, gác xép
– **claustrophobic** (adj) cảm thấy sự khi ở trong không gian đóng kín
– **to play tricks** giở trò chọc phá
– **spacious** (adj) rộng mênh mông
– **to go out of one's mind** phát điên

11

A recent survey of crime statistics shows that we are all more likely to be burgled now than 20 years ago and the police advise everyone to take a few simple precautions to protect their homes.

The first fact is that burglars and other intruders prefer easy opportunities, like a house which is very obviously empty. This is much less of a challenge than an occupied house, and one which is well-protected. A burglar will wonder if it is worth the bother.

There are some general tips on how to avoid your home becoming another crime statistic. Avoid leaving signs that your house is empty. When you have to go out, leave at least one light on as well as a radio or television, and do not leave any curtains wide open. The sight of your latest music centre or computer is enough to tempt any burglar.

Never leave a spare key in a convenient hiding place. The first place a burglar will look is under the doormat or in a flower pot and even somewhere more "imaginative" could soon be uncovered by the intruder. It is much safer to leave a key with a neighbour you can trust. But if your house is in a quiet, desolate area be aware that this will be a burglar's dream, so deter any potential criminal from approaching your house by fitting security lights to the outside of your house.

But what could happen if, in spite of the aforementioned precautions, a burglar or intruder has decided to target your home. Windows are usually the first point of entry for many intruders. Downstairs windows provide easy access while upstairs windows can be reached with a ladder or by climbing up the drainpipe. Before going to bed you should double-check that all windows and shutters are locked. No matter how small your windows may be, it is surprising what a narrow gap a determined burglar can manage to get through. For extra security, fit window locks to the inside of the window.

What about entry via doors? Your back door and patio doors, which are easily forced open, should have top quality security locks fitted. Even though this is expensive it will be money well spent. Install a burglar alarm if you can afford it as another line of defence against intruders.

A sobering fact is that not all intruders have to break and enter into a property. Why go to the trouble of breaking in if you can just knock and be invited in? Beware of bogus officials or workmen and, particularly if you are elderly, fit a chain and an eye hole so you can scrutinise callers at your leisure. When you do have callers never let anybody into your home unless you are absolutely sure they are genuine. Ask to see an identity card, for example.

If you are in the frightening position of waking in the middle of the night and think you can hear an intruder, then on no account should you approach the intruder. Far better to telephone the police and wait for help.

1. A well-protected house ______
   - A. is less likely to be burgled.
   - B. is regarded as a challenge by most criminals.
   - C. is a lot of bother to maintain.
   - D. is very unlikely to be burgled.

2. According to the writer, we should ______
   - A. avoid leaving our house empty.
   - B. only go out when we have to.
   - C. always keep the curtains closed.
   - D. give the impression that our house is occupied when we go out.

3. The writer thinks that hiding a key under a doormat or flower pot ______
   - A. is a predictable place to hide it.
   - B. is a useful place to hide it.
   - C. is imaginative.
   - D. is where you always find a spare key.

4. The "aforementioned precautions" refer to steps that ______
   - A. will tell a burglar if your house is empty or not.
   - B. are the most important precautions to take to make your home safe.
   - C. will stop a potential burglar.
   - D. will not stop an intruder if he has decided to try and enter your home.

5. Gaining entry to a house through a small window ______
   - A. is surprisingly difficult.
   - B. is not as difficult as people think.
   - C. is less likely to happen than gaining entry through a door.
   - D. is tried only by very determined burglars.

6. According to the writer, window locks, security locks and burglar alarms ______
   - A. cost a lot of money but are worth it.
   - B. are good value for money.
   - C. are luxury items.
   - D. are absolutely essential items.

7. The writer argues that fitting a chain and an eye hole ______
A. will prevent your home being burgled.
B. avoids you having to invite people into your home.
C. is only necessary for elderly people.
D. gives you time to check if the visitor is genuine.

8. The best title for the text is ______
A. Increasing Household Crime.
B. Protecting Your Home from Intruders
C. What To Do If A Burglar Breaks into Your Home.
D. Burglary Statistics.

GLOSSARY

– **survey** cuộc khảo sát
– **crime statistics** số liệu thống kê các vụ phạm tội
– **to burgle a house** vào ăn trộm một ngôi nhà
– **take precautions** áp dụng các biện pháp đề phòng
– **intruder** kẻ đột nhập
– **occupied** (adj) đang có người ở bên trong
– **bother** sự bận tâm, sự bỏ công
– **music centre** dàn máy nghe nhạc
– **to tempt** cám dỗ
– **doormat** tấm thảm chà chân ở cửa
– **to uncover** phát hiện, khám phá
– **to leave sth with sb** gởi cái gì lại nơi ai
– **aforementioned** (adj) được kể ra trên đây
– **to target sth** chọn cái gì làm mục tiêu, nhắm tới cái gì
– **point of entry** điểm đột nhập, lối vào
– **drainpipe** ống xối
– **to double-check** kiểm tra kĩ
– **shutter** lá cửa sổ
– **determined** (adj) quyết tâm
– **patio** khoảng sân ngoài nhà
– **money well spent** tiền tiêu đúng chỗ
– **line of defence** phòng tuyến
– **sobering** (adj) đáng suy gẫm
– **Beware of sth** Hãy coi chừng cái gì
– **bogus** (adj) giả mạo, mạo danh, bất hợp lệ
– **chain** dây xích
– **eye hole** lỗ nhỏ trên cửa để quan sát người đứng ngoài
– **to scrutinise** quan sát kĩ
– **caller** người ghé thăm
– **to do sth at one's leisure** làm gì một cách thư thả không cần gấp gáp
– **identity card** giấy tờ tùy thân, thẻ căn cước

12 HEALTHY LIVING FOR TEENAGERS

Food

In a recent government survey on healthy eating teens scored only 5 out of 10 (8 indicated a healthy diet and 6 a "passable" one). Only 1 in 10 teens eats the recommended amount of fruit and the only vegetable that many teens eat is "chips". Most teens in the developed world are eating too much but are still not getting the vital nutrients to help them grow and stay healthy. More information about nutrition and healthy eating is needed to help young people eat properly. Teens who diet often cut out food they need, such as bread or milk, because they think it is fattening.

Others don't know what foods to choose in the school canteen in order to have a balanced diet. There is a saying "you are what you eat". So if you want to become the next David Beckham then you'd better start eating properly.

Exercise

Lack of money in schools plus increased pressure to do well in the course exams means that teenagers are doing less sport in school than ever before. Girls, in particular, are more likely to suffer from lack of exercise and up to 4 in 10 girls stop playing sports in their early teenage years. Just because you aren't sporty doesn't mean you can't be active. Walk or cycle to school instead of taking the bus. Help at home with the housework or gardening. Go dancing with your friends. There are lots of ways you can stop being a couch potato!

Sleep

If "we are what we eat" then sleep is like food for the brain. Teens need at least 9 hours' sleep every night and even mild sleepiness can affect your performance, humour and health. Lack of sleep can make you tired, angry or depressed. Nearly 40% of secondary school students go to bed after 11 p.m. on school nights and 15% of teens say they have fallen asleep during class. In the USA some schools are starting classes at 10 a.m. so that teens can get some extra sleep. These schools have noticed an improvement in their students' work.

1. The text suggests that teenagers ______
   A. are healthier than their parents were.
   B. don't have enough information about healthy eating and lifestyle.
   C. sleep more than is needed.
   D. do more sports in schools than before.

2. According to the text, teens who go on a diet cut down on ______
   A. vegetables.
   B. bread and milk.
   C. chips.
   D. meat.

3. Most teens in the developed world ______
   A. eat too much but are not eating healthy food.
   B. eat properly and stay healthy.
   C. eat less and grow and stay healthy.
   D. eat a lot of vegetables and healthy food.

4. Schools put pressure on students to ______
   A. do well in sports.
   B. improve their physical condition.
   C. do well in course exams.
   D. take a bus instead of walking or cycling to school.

5. According to the text, many secondary school students on school nights ______
   A. sleep at least 9 hours.
   B. feel angry or depressed.
   C. play computer games.
   D. go to bed after 11 p.m.

6. According to the text, some schools in the USA have changed the starting time of lessons because ______
   A. they wanted to please their students.
   B. they wanted to improve students' performance.
   C. parents insisted on changing the time.
   D. teachers complained about how unmotivated the students were.

GLOSSARY

– **to score** 1) đạt được một điểm số
  2) ghi được (1 bàn thắng)
– **passable** (adj) đạt yêu cầu, chấp nhận được
– **vital** (adj) thiết yếu
– **nutrient** chất dinh dưỡng
– **sporty** (adj) thích/ giỏi thể thao
– **couch potato** người nghiện xem TV
– **depressed** (adj) buồn bã, trầm cảm
– **unmotivated** (adj) thiếu hứng thú

13

GRAFFITI – A DANGEROUS WAY OF LIFE

Scrawling graffiti is seen as a crime in the UK, yet in the US it has become a recognized art form.

Just a few weeks ago eight graffiti gang members were convicted of causing £5,000 worth of damage on the London Underground. They are among more than 70 hard-core graffiti artists thought to be operating in London today. Most are aged under 20.

Graffiti artists, or "graffers", operate in many British towns. They often work at night, covering walls, trains and railway stations with brightly painted murals or scrawls in spray paint and marker pen.

Some people regard graffiti as a form of vandalism and a menace. London Underground says that railusers find it ugly and offensive. It spends £2m a year dealing with graffiti, and has even introduced trains with graffiti-resistant paint. "We don't think it's artistic or creative – it's vandalism. It's a huge nuisance to our customers, and it's ugly and offensive," says Serena Holley, a spokeswoman for the London Underground. "It creates a sense of anarchy and chaos," says Richard Mandel, a barrister who prosecuted the graffiti gang. "Passengers feel as if the whole rail system is out of control."

British Transport Police has a graffiti unit designed to catch graffers in the act. It spent five months tracking down the recently prosecuted gang.

Graffiti art can also be a dangerous pastime. The London Underground says that some teenagers have died in accidents during nocturnal graffiti "raids".

However, others say that graffiti at its best is an art form. Art galleries in London and New York have exhibited work by increasingly famous graffiti artists. "Of course graffiti is art. There's no question about that," says David Grob, director of the Grob Gallery in London. Even some of those who think graffiti is wrong admit that graffers are talented. "It's just that their artistic talent is channeled in the wrong direction," says Barry Kogan, a barrister who represented Declan Rooney, one of the gang members.

There is a difference between "good graffiti" and vandalism, says Dean Colman, a 24-year-old graffiti artist. "I'd never spray private property, like someone's house. Some graffiti are disgusting. There's a big difference between that and graffiti which can brighten up grey walls."

Dean makes a living as a graffiti artist. His days of illegal spraying are behind him, he says. He has worked on a television programme about graffiti, designed a series of government posters, and decorated nightclubs. He has exhibited his work at Battersea Arts Centre in London, and he has taught graffiti-spraying in youth clubs.

Dean sees himself as an artist, and thinks that graffiti art does not get due recognition. "There's no graffiti art in the Tate Gallery and there should be," he says. "Graffiti is a valid as any other art form."

1. The graffiti artists arrested recently in London were ______ .
   A. put in prison
   B. fined £5,000
   C. wrongly accused
   D. found guilty

2. The attitude of London Underground is that graffiti ______
   A. is a kind of art, but a problem because some passengers don't like it.
   B. is something to be stopped at all cost.
   C. is irritating but they have more serious problems to worry about.
   D. is causing the price of tickets to go up and therefore needs to be stopped.

3. The British Transport Police ______
   A. have killed some 'graffers' by accident.
   B. spent a lot of time trying to catch a group of graffiti artists.
   C. have recently criticized the behavior of the London Underground.
   D. don't know what to do about the problem.

4. Bary Kogan, who defended one of the convicted graffiti artists, thinks they ______
   A. should show their work in art galleries.
   B. should not have been convicted.
   C. should use their abilities in different ways.
   D. should be more careful when working in the Underground.

5. Dean Colman ______
   A. has never broken the law.
   B. is concerned about how little he earns from his work with graffiti.
   C. would like to see graffiti taken more seriously by the art world.
   D. is worried about young people taking up graffiti-spraying.

6. The writer ______
   A. is for people who draw graffiti.
   B. is against people who draw graffiti.
   C. points his opinion quite unclearly.
   D. supports the attitude of the London Underground towards graffers.

GLOSSARY

- **graffiti** sự viết/vẽ bậy
- **gang** nhóm/ băng đảng
- **to be convicted of** bị buộc vào tội
- **hard-core** (adj) trung kiên, cốt cán
- **mural** tranh tường, bích họa
- **scrawl** (*v*) viết chữ nguệch ngoạc; (*n*) chữ nguệch ngoạc
- **spray paint** sơn xịt từ bình khí nén
- **marker pen** bút nét lớn
- **vandalism** hành vi phá hoại của công
- **menace** mối đe dọa
- **railuser** khách đi tàu hỏa
- **offensive** (adj) gây khó chịu
- **graffiti-resistant paint** loại sơn chống viết vẽ bậy
- **spokeswoman** nữ phát ngôn viên
- **anarchy** tình trạng vô chính phủ
- **chaos** tình trạng hỗn loạn
- **barrister** luật sư
- **to prosecute** truy tố
- **to catch sb in the act** bắt quả tang ai
- **to track sb down** truy lùng ai
- **nocturnal** (adj) hoạt động về đêm
- **raid** cuộc bố ráp, cuộc lùng bắt
- **to channel** truyền đi, chuyển đi
- **spray** phun sơn
- **to brighten sth up** làm cho cái gì sáng lên
- **the Tate Gallery** [tên phòng trưng bày nghệ thuật ở London]
- **due** (adj) đúng ra phải được (hưởng)

The Six-o'clock-In-The-Evening-Enthusiastic-Determined-And-Well-Intentioned-Studier-Until-Midnight is a person with whom you are probably already familiar. At 6 o'clock he approaches his desk, and carefully organizes everything in preparation for the study period to follow. Having everything in place he next carefully adjusts each item again, giving himself time to complete the first excuse: he recalls that in the morning he did not have quite enough time to read all items of interest in the newspaper. He also realizes that if he is going to study it is best to have such small items completely out of the way before settling down to the task at hand.

He therefore leaves his desk, browses through the newspaper and notices as he browses that there are more articles of interest than he had originally thought. He also notices, as he leafs through the pages, the entertainment section. At this point it will seem like a good idea to plan for the evening's first break – perhaps an interesting half-hour programme between 8 and 8.30 p.m.

He finds the programme and it inevitably starts at about 7.00 p.m.

At this point, he thinks, "Well, I've had a difficult day and it's not too long before the programme starts, and I need a rest anyway and the relaxation will really help me to get down to studying ..." He returns to his desk at 7.45, because the beginning of the next programme was also a bit more interesting than he thought it would be.

At this stage, he still hovers over his desk tapping his book reassuringly as he remembers that phone call to a friend which, like the articles of interest in the newspapers, is best cleared out of the way before the serious studying begins.

The phone call, of course, is much more interesting and longer than originally planned, but eventually the intrepid student finds himself back at his desk at about 8.30 p.m.

At this point in the proceedings he actually sits down at the desk, opens the book with a display of physical determination and starts to read (usually page one) as he experiences the first pangs of hunger and thirst. This is disastrous because he realizes that the longer he waits to satisfy the pangs, the worse they will get, and the more interrupted his study concentration will be.

The obvious and only solution is a light snack. This, in its preparation, grows as more and more tasty items are piled onto the plate. The snack becomes a feast.

Having removed this final obstacle the desk is returned to with the certain knowledge that this time there is nothing that could possibly interfere with the following period of study. The first couple of sentences on page one are looked at again ... as the student realizes that his stomach is feeling decidedly heavy and a general drowsiness seems to have set in. Far better at this juncture to watch that other interesting half-hour programme at 10 o'clock after which the digestion will be mostly completed and the rest will enable him to really get down to the task at hand.

At 12 o'clock we find him asleep in front of the TV. Even at this point, when he has been woken up by whoever comes into the room, he will think that things have not gone too badly, for after all he has had a good rest, a good meal, watched some interesting and relaxing programmes, fulfilled his social commitments to his friends, digested the day's information, and got everything completely out of the way so that tomorrow, at 6 o'clock...

1. The student in fact reads the newspaper in order to ______
   A. find out what is on TV.
   B. avoid beginning work.
   C. be able to work continuously without a break later.
   D. keep up-to-date with world events.

2. The student starts planning his first break ______
   A. when he sits down at his desk at 6 o'clock.
   B. after working for a very short period.
   C. while he is reading the newspaper before starting work.
   D. at 7 p.m.

3. After he watches television, the student's study period is further delayed because ______
   A. he has to make an important phone call.
   B. he phones a friend to avoid starting work.
   C. he realizes he won't be able to concentrate unless he calls his friend first.
   D. he finds what his friend says on the phone very interesting.

4. What does "this final obstacle" refer to?
   A. the feast he has just eaten
   B. the pangs of hunger and thirst he was experiencing earlier
   C. the phone call he made earlier
   D. feeling tired

5. The text suggests that the next day the person ______
   A. will be able to study more efficiently.
   B. will not attempt to study.
   C. will do exactly the same thing.
   D. will feel guilty about wasting a whole evening.

6. Which best describes the writer's attitude to the student he is describing?
   - A. He is angry with him.
   - B. He is gently poking fun at him.
   - C. He feels sorry for him.
   - D. He doesn't care about him.

7. The writer thinks that the reader ______
   - A. will have had some similar experiences of avoiding studying.
   - B. will be amazed by the behaviour of this lazy student.
   - C. will immediately resolve to be a better student.
   - D. will feel guilty about all the times they have allowed themselves to be distracted.

GLOSSARY

- **to adjust** điều chỉnh, sửa lại cho ngay ngắn
- **to browse through** đọc lướt qua
- **to leaf through** lật dở (các trang sách)
- **break** quãng tạm nghỉ
- **to hover over (a place)** đứng lảng vảng bên cái gì
- **to tap** chạm tay vào cái gì
- **reassuringly** (adv) với vẻ an tâm
- **intrepid** (adj) liều lĩnh, bạt mạng
- **proceedings** loạt sự kiện, chuỗi hành động
- **pangs of hunger** cảm giác đói cồn cào
- **snack** món ăn dặm
- **to pile** chồng/ chất cao lên
- **feast** bữa đại tiệc
- **obstacle** chướng ngại vật
- **to interfere with** xen vào, gây trở ngại
- **decidedly** (adv) rõ rệt
- **drowsiness** cơn buồn ngủ
- **to set in** kéo đến, ập đến
- **at this juncture** vào lúc này
- **digestion** sự tiêu hóa
- **commitments to sb** nghĩa vụ/ bổn phận đối với ai
- **to poke fun at sb** đùa cợt, chế nhạo ai
- **to resolve to do sth** quyết tâm làm gì

15

POLAR PURPOSE

In 1997, a group of twenty British women made history. Working in five teams with four women in each team, they walked to the North Pole. Apart from one experienced female guide, the other women were all ordinary people who had never done anything like this in their lives before. They managed to survive in an environment which had defeated several very experienced men during the same few spring months of that year. Who were these women and how did they succeed where others failed?

In 1995 an advertisement about a selection for the expedition was put in several British newspapers. Nearly one hundred women took part in the first selection weekend and then, after several training expeditions designed to weed out unsuitable applicants, twenty women were chosen. The youngest of these was twenty-one and the oldest fifty-one. In the group there was a mother of triplets, a teacher, a flight attendant and even a film producer.

They were a mixed bunch but they all really wanted to take part in the venture and make it a success. Each of the women agreed to raise the £2500 needed for the expenses and the airfare to Canada, where the expedition began. They also committed themselves to following an intensive physical training programme before leaving the UK so that they were fit enough to take part in the expedition without endangering their own or others' lives.

The women set off as soon as they were ready. Once in the ice, each woman had to ski along while dragging a sledge weighing over 50 kilos. This would not have been too bad on a smooth surface, but for long stretches, the Arctic ice is pushed up into huge mounds two or three metres high and the sledges had to be hauled up one side and carefully let down the other side so that they didn't smash. The temperature was always below freezing point and sometimes strong winds made walking while pulling so much weight almost impossible. It was also very difficult to put up their tents when they stopped each night.

In such conditions the women were making good progress if they covered fourteen of fifteen kilometers a day. But there was another problem. Part of the journey was across a frozen sea with moving water underneath the ice and at some points the team would drift back more than five kilometers during the night. That meant that after walking in these very harsh conditions for ten hours on one day, they had to spend part of the next day covering the same ground again. Furthermore, each day it would take three hours from waking up to setting off and another three hours every evening to set up the camp and prepare the evening meal.

So, how did they manage to succeed? They realised that they were part of a team. If any one of them didn't pull her sledge or get her job done, she would be jeopardizing the success of the whole expedition. Any form of selfishness could result in the efforts of everyone else being completely wasted, so personal feelings had to be put to one side. At the end of their journey, the women agreed that it was mental effort far more than physical fitness that got them to the North Pole.

1. What was so extraordinary about the expedition?
   A. There was no one to lead it.
   B. The women did not have any men with them.
   C. It was a new experience for most of the women.
   D. The women had not met one another before.

2. What did the women who answered the advertisement have in common?
   A. They were about the same age.
   B. They had all suffered pain and discomfort.
   C. They all had plenty of money.
   D. They all wanted to achieve a goal.

3. What does underlined "these" refer to?
   A. all the applicants
   B. the training expeditions
   C. the women who went on the trip
   D. the unsuitable applicants

4. What did each woman have to do before the start of the expedition?
   A. visit Canada
   B. get fit
   C. learn to ski
   D. meet the other women

5. On the expedition, the women had to be careful to avoid ______
   A. falling over on the ice.
   B. being left behind.
   C. damaging the sledges.
   D. getting too cold at night.

6. It was difficult for the women to cover 15 kilometres a day because ______
   A. they got too tired.
   B. the ice was moving.
   C. they kept getting lost.
   D. the temperatures were too low.

7. What is the main message of the text?
   A. Motivation and teamwork achieve goals.
   B. Women can do anything they want.
   C. It is sometimes good to experience difficult conditions.
   D. Arctic conditions are very harsh.

GLOSSARY

– **to weed sth out** loại bỏ cái gì ra
– **triplets** những đứa con sinh ba
– **flight attendant** tiếp viên hàng không
– **bunch** đám, bọn, lũ (người)
– **venture** cuộc mạo hiểm
– **airfare** tiền vé máy bay
– **to commit oneself to sth** cam kết làm gì
– **intensive** (adj) ráo riết, có cường độ cao, chuyên sâu
– **sledge** xe trượt tuyết
– **stretch** vùng (đất) rộng lớn trải dài
– **mound** ụ đất, mô đất, gò
– **to haul sth up** kéo cái gì lên
– **to smash** vỡ tan nát
– **to drift back** trôi ngược trở lại
– **harsh** (adj) khắc nghiệt
– **to jeopardize** làm hại, làm lâm nguy
– **selfishness** sự ích kỉ
– **to be wasted** bị lãng phí, trở nên hoài công vô ích
– **mental** (adj) thuộc tâm trí/tinh thần

16

Tennis started in France nearly 1000 years ago. The game was originally played in the courtyards of royal palaces, using the walls (like squash) rather than a net. One of the Grand Slam tournaments takes place in Wimbledon every year. *The Tournament* or *The Fortnight*, as the British call the Wimbledon Tennis Championships, is very important to the English.

So here you are, standing in the queue to buy your ticket to watch the matches. Everybody is waiting for their turn to get inside. Nobody is pushing. If you are English, you will have all the necessary things with you: a thermos of tea (of course), a folding chair and (surprise, surprise) an umbrella!

At last you go through the gates, and you discover the atmosphere. People are sitting under their umbrellas enjoying the British weather. The atmosphere is calm and controlled. You feel as if you are in a select private club – and, in fact, you are. The gardens are superb (well, you are in England...). Every year 3,500 geraniums are planted!

What is so special about Wimbledon? Well, it is the oldest tournament in the world, and the last of the big four championships to be played on natural grass. The American, Australian and French Championships are played on cement, artificial grass and clay. All the players must dress only in white. Wimbledon is free from sponsorship, which makes it different from almost all other sporting events. This means that there are no advertising banners around the courts. The people who come to watch the matches, compared to those who watch many other international tournaments, are well disciplined. You can only sometimes hear shouts or whistles when a player prepares to serve. And if any spectator behaves badly, he or she may be asked to leave.

You think that the English are very serious tennis fans. But if you want a good place, you may well find one around 4 p.m. Where has everybody gone? Look in the tents: they are having strawberries and tea. After all, tennis is just one of many traditions, and the English like to continue them all – especially tea!

(Adapted from *I Love English*, 1994)

1. *The Fortnight* is ______
   A. another name for the Grand Slam tournaments.
   B. the original name for a game similar to squash.
   C. the name of one of the two Wimbledon tournaments.
   D. another name for the Wimbledon Championships.

2. To enter Wimbledon you have to ______
   A. wait in a line of people.
   B. book the tickets earlier.
   C. have your own chair.
   D. belong to the club.

3. Which of these sentences is true?
   A. Most of the courts at Wimbledon have artificial grass.
   B. Only the Wimbledon tournament is played on natural grass.
   C. The Wimbledon championships are played on cement or clay.
   D. All four Grand Slam Tournaments are played on natural grass.

4. Spectators at Wimbledon ______
   A. never behave badly during a match.
   B. leave when a player serves badly.
   C. do not often shout during a match.
   D. are given special discipline rules.

5. It is easier to find a seat at 4 o'clock because ______
   A. English spectators go to some special tents.
   B. it is an English tradition to go home for tea.
   C. most of the spectators leave Wimbledon.
   D. serious tennis fans come in the morning.

6. The text is mainly about ______
   A. the most popular sports in England.
   B. the history of tennis championships.
   C. the tennis tournaments at Wimbledon.
   D. different English customs and traditions.

GLOSSARY

– **courtyard** cái sân trong
– **tournament** giải thi đấu
– **thermos** bình thủy
– **folding chair** ghế xếp
– **select** (adj) (câu lạc bộ) dành riêng
– **geranium** cây hoa phong lữ thảo
– **clay** đất sét; (tennis) sân đất nện
– **to be free from sth** (adj) hoàn toàn không có cái gì
– **sponsorship** sự tài trợ
– **advertising banner** dải băng quảng cáo
– **well disciplined** (adj) có tinh thần kỉ luật, trật tự
– **whistle** tiếng huýt sáo
– **strawberry** trái dâu tây
– **to serve** phát bóng, giao bóng

17

Have you heard of *mushers*? They are people who drive dog sledges. Every year, on the first Saturday in March, 60 to 75 teams of mushers from around the world start the *Iditarod*, Alaska's famous sled-dog race. The race goes from Anchorage to the city of Nome.

How did the Iditarod start? In 1925, there was a diphtheria epidemic in Nome. Serum was sent from Anchorage to protect Nome's children. But it was very far. The serum was transported by train as far as possible. But then the train lines stopped. There were still 625 miles to cross in a cold, hostile environment. There was only one solution. The first dog team left on January 28th, with temperatures of -45°C! Men and their dogs transported the serum, warming it occasionally. On February 2nd, the serum finally arrived in Nome. Hundreds of children were saved.

The Iditarod was started in 1973 to commemorate this. The route is symbolically 1049 miles long: 1000 (a round number) plus 49 (Alaska is the 49th U.S. state). The race starts in Anchorage: a team leaves every two minutes. There are more than twenty checkpoints on the Iditarod, some in Eskimo villages. The mushers' dogs are Huskies, Malamutes and Samoyeds. These dogs love to run, to make their masters happy, and their masters want to come first in the race.

The lead dogs are the ones who best obey the mushers' commands. They are generally the mushers' favorites. When the dogs are not running, they live outside, attached on long chains near a dog house. Many mushers raise their own dogs. Others borrow or rent them. A musher knows all his dogs' names and he sometimes has 150 dogs!

The mushers come from England, Germany, Japan, France, Australia and the U.S. They travel across mountains, the frozen Yukon River, forests and ice fields, all in the horrible cold. With temperatures of -55°C, the mushers have to wear warm clothes. They do it for the love of it, but there are many dangers, too: dangers of being lost, getting stuck in the snow, bad weather, and animals that can attack the dogs. The race is difficult. But to the people who do the Iditarod, the Alaskan silence is the most beautiful sound in the world. They really enjoy it.

(Adapted from *I Love English*, 1995)

1. The *Iditarod* is a race in which 60-75 ______
   A. people from the area take part.
   B. children from Nome take part.
   C. organised groups take part.
   D. types of dogs take part.

2. The serum to protect the children got to Nome ______
   A. by two means of transport.
   B. with the help of dogs only.
   C. by passenger train only.
   D. by medical inland post.

3. The *Iditarod* teams leave ______
   A. all at the same time.
   B. one after another.
   C. two per minute.
   D. two at a time.

4. The mushers ______
   A. rarely know their dogs' names.
   B. do not need to have their own dogs.
   C. always borrow their dogs.
   D. always have their own dogs.

5. The people who take part in the *Iditarod* like ______
   A. dealing with difficulties.
   B. the changing weather.
   C. the peace and quiet.
   D. being in danger.

6. Which of these is the best title for the text?
   A. *Saving the Children of Nome*
   B. *Alaskan Hunting Expedition*
   C. *Lost in the Snow*
   D. *On Their Way to Win*

GLOSSARY

– **dog sledge** xe trượt tuyết do chó kéo
– **sled-dog race** cuộc đua chó kéo xe trượt tuyết
– **diphtheria** bệnh bạch hầu
– **epidemic** trận dịch
– **serum** huyết thanh
– **hostile** (adj) thiếu thân thiện, thù nghịch
– **to commemorate** tưởng niệm
– **symbolically** (adv) có tính tượng trưng
– **a round number** con số đã làm tròn
– **checkpoint** trạm kiểm soát

18

Ever since a Polish Jew invented Esperanto in 1887 in the hopes of fostering a cross-cultural community, cynics have mocked it as an idealistic cult for linguistic weirdos. Yet for such an ambitious and unlikely idea it has earned its share of notoriety. Iraq's only Esperanto teacher was expelled during the regime. And billionaire benefactor George Soros owes his prosperity to the idea: he defected from Communist Hungary at the 1946 World Esperanto Congress in Switzerland.

To hear a growing number of enthusiasts tell it, the language's most glorious days may actually lie ahead. Though **numbers** are hard to come by – and those available are hard to believe (the Universal Esperanto Society – UES – estimates 8 million speakers) – the language may be spreading in developing nations in Africa, Asia and South America.

"Because of the Internet, we have seen a vast improvement in the levels of competent speakers in places like China and Brazil," says Humphrey Tonkin, the former president of the Universal Esperanto Association.

Meanwhile, a small community of diehards has been lobbying to make it the official language of the European Union. Indeed, Esperanto seems perfect for a modern age, when global barriers are being torn down by free trade, immigration and the Internet.

The renewed enthusiasm for the language was on display in Gothenburg, Sweden, at the 88th annual World Esperanto Congress. Some 1,800 members of the Universal Esperanto Association – from places as varied as Japan, Israel, Nepal and Brazil – conversed in what sounds like a mixture of overenunciated Italian and softly spoken Polish. Organizers say attendance outstripped last year's meeting by almost 20 percent. Meanwhile, the number of Esperanto home pages has jumped from 330 in 1998 to 788 in 2003.

So what's the big appeal? Unlike that other global language, Esperanto puts everyone on a level playing field; native English speakers make up only 10 percent of the world population, but they expect everybody else to be as articulate as they are. "Throughout Asia, for example, people are conscious of the language problem because they all speak different languages," says John Wells, professor of phonetics at University College London. "Some are questioning whether they have to use English as their language for wider communication or whether there is some other possible solution."

The majority of Esperanto speakers still live in Europe, where the language was invented by Ludovic Zamenhof, under the pseudonym Doktoro Esperanto (meaning "one who hopes"). Back in his time, people were drawn to Esperanto because it is five times easier to learn than English and ten times simpler than Russian.

Nowadays, European Esperanto speakers tend to be older throwbacks of the cold-war era – though, as sources report, students in Poland and Hungary can still earn PhD's in the language. Many believe the popularity of the language in the developing world is being fueled by growing resentment of English as the language of global commerce and political rhetoric. "Bush and Blair have become Esperanto's best friends," jokes Probal Dasgupta, professor of linguistics at India's University of Hyderabad. "Globalization has put a wind in our sails, making it possible for people to have interest in Esperanto as not only a language, but a social idea." Similar hopes have been voiced from the moment Zamenhof first came up with his egalitarian lingo. But in today's rapidly shrinking world, the timing couldn't be better.

(Abridged from *Newsweek*, August 2003)

1. In the first paragraph, the writer mentions ______
   A. two people who survived thanks to Esperanto.
   B. the name of the man who invented Esperanto.
   C. the year when Esperanto gained popularity.
   D. the idea that lay behind Esperanto.

2. From the first paragraph, we can infer that George Soros ______
   A. was one of the participants at the 1946 World Esperanto Congress in Switzerland.
   B. became very rich thanks to Esperanto.
   C. didn't approve of the idea of using Esperanto as a substitute for his native language.
   D. left the Hungarian Communist party so that he would be free to use Esperanto.

3. The word "**numbers**", in paragraph two, refers to ______
   A. Esperanto users all over the world.
   B. members of the Esperanto Society.
   C. Internet users who learn Esperanto.
   D. speakers of Esperanto in Asia.

4. What do you learn about the 88th World Esperanto Congress?
   A. The people present in Gothenburg practised a variety of languages.
   B. The participants were encouraged to set up new Esperanto websites.
   C. The number of its participants exceeded the number present the year before.
   D. The participants had an opportunity to see different displays organized there.

5. Which of these facts is not mentioned as an advantage that Esperanto has over English?
   A. Nobody is privileged to be a native speaker of Esperanto.
   B. Esperanto is not as hard to learn as the English language.
   C. English is much more difficult to pronounce than Esperanto.
   D. More and more people reject English as a global language.

6. In the last paragraph, the author of the article ______
   A. explains why Esperanto is spoken mainly by the older generation of Europeans.
   B. expresses his belief that it is very good time for Esperanto to become widely used.
   C. analyses the efforts made by some politicians, aimed at popularising Esperanto.
   D. gives reasons why Esperanto should be treated only as a means of communication.

GLOSSARY

- **a Polish Jew** một người Do Thái gốc Ba Lan
- **Esperanto** Quốc tế ngữ/ Thế giới ngữ
- **to foster** nuôi dưỡng, khuyến khích, cổ vũ
- **cross-cultural** (adj) giao văn hóa
- **cynic** người hoài nghi, người hay chỉ trích cay độc
- **to mock** chế giễu
- **idealistic** (adj) có tính duy tâm
- **cult** sự sùng bái
- **linguistic** (adj) thuộc ngôn ngữ học
- **weirdo** điều/ người lập dị
- **notoriety** sự nổi tiếng (xấu), sự khét tiếng
- **to expel** đuổi, trục xuất
- **regime** chế độ (đang cai trị)
- **benefactor** ân nhân, người làm việc thiện
- **to owe sth to sb/sth** nhờ ai/cái gì mà có được cái gì
- **prosperity** sự giàu có, thịnh vượng
- **to defect from** chạy trốn khỏi, đào thoát khỏi
- **congress** đại hội
- **enthusiast** người nhiệt tình ủng hộ
- **glorious** (adj) đầy vinh quang
- **come by** tình cờ kiếm được
- **diehard** người cố chấp/ bảo thủ đến cùng
- **to lobby** vận động hành lang
- **the European Union** Liên Minh Châu Âu
- **barrier** rào cản
- **renewed** (adj) được phục hồi, được tái sinh
- **enthusiasm** niềm say mê, nhiệt tình
- **to be on display** được phô bày ra
- **to converse** trò chuyện
- **overenunciated** (adj) được phát âm quá cẩn thận
- **attendance** số người tham dự
- **to outstrip sb** vượt xa hơn/ bỏ xa ai
- **home page** trang chủ (của 1 website)
- **appeal** sức thu hút
- **a level playing field** một sân chơi bình đẳng
- **articulate** (adj) (phát âm, nói năng) rõ ràng, rành mạch
- **phonetics** ngữ âm học
- **pseudonym** tên giả, biệt hiệu, bút danh
- **throwback** người/vật gợi nhớ/thuộc về một thời kì đã qua
- **cold-war era** thời kì chiến tranh lạnh
- **to be fueled by** được cung cấp nhiên liệu/ kích động bởi
- **resentment** sự bất mãn, nỗi hận
- **rhetoric** lối nói hoa mĩ/ khoa trương
- **to joke** nói đùa
- **linguistics** ngôn ngữ học
- **globalization** sự toàn cầu hóa
- **egalitarian lingo** một ngôn ngữ bình đẳng
- **shrinking** (adj) đang ngày càng thu nhỏ lại

19

Shoplifting is an addictive crime. There are two types of shoplifters (people who steal goods from shops): professional criminals who do it for a living, or to earn money for a drug habit; and non-professionals. Non-professionals know that there are consequences, and they usually have the money to pay, but they continue to steal anyway. These people steal items they often don't need and sometimes don't use.

Although people of all ages shoplift, almost one third of all shoplifters arrested by the police are between the ages of 13 and 17. Teens usually steal things that they can't afford or are not allowed to buy,

such as CDs, cosmetics, clothes and cigarettes. But many also steal things they could simply buy. Why? "I think, I could be spending my money on this, but I'm getting it for free," a teenage girl said. "Besides, there's also the thrill of doing something bad. Your heart starts to race, and all you can think about is getting out of the store," the girl added.

Teens who shoplift often believe their actions don't really hurt anyone. They don't think that shoplifting means stealing. They think that the store will not notice the losses. They are wrong. Stores know exactly how many articles they lose, and the costs are huge. Ask teens who shoplift why they do it, and they usually say they don't know. Or they may say that it's fun; shoplifting can cheer up the mood of a teen who is feeling depressed, angry or bored. Friends can also force friends to shoplift together – to be cool.

But why? Shoplifters usually don't know the true motivations behind their actions. However, shoplifting can become an addiction. In fact, drug addicts who shoplift say it is as hard to stop stealing as it is to quit drugs. Without intervention, shoplifting can become a dangerous lifetime habit.

For teens who are just "trying out" shoplifting, the best thing that can happen is getting caught. And the sooner, the better. When they are caught by store security personnel, they feel frightened, and the experience can stop many teens from repeating their behaviour. Shoplifting is stealing. Stealing is wrong. It's really just that simple.

(Adapted from *Weekly Reader*, 2003)

1. According to paragraph one, ______
   A. non-professionals work with professionals.
   B. some professionals are addicted to drugs.
   C. non-professionals rarely have enough money.
   D. professionals steal things that they do not need.

2. In paragraph two, you can find out ______
   A. what articles were stolen by a teenage girl.
   B. why people of different ages steal from shops.
   C. how shoplifters manage to get out of stores.
   D. what things are usually stolen by young people.

3. Paragraph three is about the reasons why ______
   A. young people steal from shops.
   B. shoplifting makes people angry.
   C. stores do not notice their losses.
   D. teenagers say shoplifting is wrong.

4. Paragraph four informs you that ______
   A. shoplifters cannot often tell why they steal.
   B. most shoplifters can't live without taking drugs.
   C. some shoplifters are scared of their bad habit.
   D. quitting drugs is easier than giving up stealing.

5. According to paragraph five, _____
   A. many teenagers think that shoplifting is simple.
   B. it is quite easy for teenagers to get really scared.
   C. some teenagers often frighten security personnel.
   D. young shoplifters should be caught as soon as possible.

6. Which of the following would be the best title for the text?
   A. *How to Catch Shoplifters*
   B. *How to Recognise Shoplifters*
   C. *Teenagers Who Steal from Shops*
   D. *Burglars Who Never Get Caught*

GLOSSARY

– **to shoplift** ăn cắp ở cửa hàng
– **shoplifting** (n); **shoplifter** (n)
– **consequence** hậu quả
– **cosmetics** mỹ phẩm
– **thrill** cảm giác hồi hộp thú vị
– **intervention** sự can thiệp, sự ngăn chặn
– **security personnel** nhân viên an ninh

20

Can the school you go to make a massive difference to your life? This is the question that a TV company wanted to answer, so they ran an experiment. They paid for a 14-year-old boy who constantly got into trouble and was thrown out of his South London school to go to an exclusive £15,000 a year boarding school.

The experiment was a second chance for 14-year-old Ryan Bell. He had never had the opportunities that his new classmates at Downside School had. When he was asked if he might have trouble getting used to a "smart and posh" new school, he simply said, "Don't worry about me looking like a person with no friends, all 14-year-old guys are the same – we like cars and girls! I'm certain I won't have any problems."

Ryan's first year at his new school was a definite success. He was coming top in Latin and got into the rugby team, where he was one of the best. His mother was really proud – she hoped her son would never have the problems with money she had. His father had left them both when Ryan was a baby. His mother had always done her best, but admitted she couldn't give Ryan the best start in life. Now Ryan started talking about going to university and a possible career as a TV director.

At his old school, Ryan's teachers used to say he was always causing problems but at his new school Ryan got on very well with the other students. His teachers said he would get through his GCSE exams easily. There were a few small problems, but at first they weren't considered too serious. The first one was when Ryan returned home for the holidays and was caught doing graffiti. It was bad, but the school blamed his friends at home for encouraging him to do it and said it would be unfair to expect Ryan to "transform overnight". They were less tolerant of the second incident – Ryan took another boy's mobile phone and even though it was apparently a joke, he was not allowed to attend school for a week.

After returning to the school which he was enjoying being part of, Ryan went into the nearest town one evening with some of his friends. At the local disco he lost his temper and hit another boy in the face. The incident reflected badly on the school's reputation as the police were called. Because Ryan had already been in trouble and the regulations were the same for everyone, he had to be thrown out of school.

This decision was cruel, though the teachers believed his aggression and wrongdoings were caused by his previous experiences. Everyone agrees that Ryan was doing very well and even though he failed to complete his education at Downside School, he progressed a long way educationally and emotionally.

(Adapted from *Club*, Nov/Dec 2003)

1. The aim of the experiment was to ______
   A. help a young boy get out of trouble at school.
   B. find out if the choice of a school matters.
   C. check how good Downside School was.
   D. show Ryan what an exclusive school was like.

2. Ryan ______
   A. was optimistic about joining the school.
   B. was worried about making friends.
   C. thought he might have some problems.
   D. wanted his mother to be proud of him.

3. Ryan's mother ______
   A. didn't like the experiment.
   B. never had financial problems.
   C. offered him the best she could.
   D. expected Ryan to go to university.

4. Ryan's new teachers ______
   A. expected him to change at once.
   B. didn't punish him in any way.
   C. never tried to justify his manners.
   D. blamed his past for his behaviour.

5. At Downside School ______
   A. all students have to follow the same rules.
   B. some students are treated differently.
   C. a few students have too much freedom.
   D. students are not allowed to go to discos.

6. The author of the text ______
   A. criticises the whole experiment.
   B. describes the role of family background.
   C. encourages the readers to change school.
   D. shows how a school can motivate students.

GLOSSARY

– **massive** (adj) to lớn
– **exclusive** (adj) độc quyền, chỉ dành riêng cho một số người
– **boarding school** trường nội trú
– **rugby** bóng bầu dục
– **GCSE** [General Certificate of Secondary Education] kì thi/ văn bằng tốt nghiệp phổ thông ở Anh.
– **to transform** chuyển hóa, thay đổi
– **to be tolerant of sth** bao dung đối với
– **incident** sự cố
– **to lose one's temper** nổi cáu
– **to reflect badly on** ảnh hưởng xấu đến
– **reputation** thanh danh, tiếng tăm
– **cruel** (adj) độc ác
– **aggression** sự hung hăng, tính ưa gây gổ
– **wrongdoings** việc làm sai trái
– **to progress** tiến bộ

21

On May 17, 2157, Margie wrote in her diary, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow, and it was awfully funny to read words that didn't move the way they were supposed to – on screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

She said, "What is it about?"

"School."

Margie was cynical. "School? What's there to write about school? I hate school."

The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother sent for the County Inspector. Margie had hoped the man wouldn't know how to fix the teacher, but he knew all right, and after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. But the worst thing of all were the test papers and homework tasks she had to submit regularly.

So she said to Tommy, "Why would anyone write about school?"

"Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds of years ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago."

She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But a teacher has to fit the mind of each boy and girl it teaches and each kid has to be taught differently."

They weren't even half-finished when Margie's mother called, "Margie! School!"

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday.

The screen was lit up and it said: "Please insert yesterday's arithmetic homework."

Margie did so thinking about the old schools. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with their homework and talk about it.

And the teachers were people ... Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

(Adapted from *The Fun They Had* by Isaac Asimov)

1. "A real book" in the story was a book ______
   A. based on a true story.
   B. Margie got from her grandfather.
   C. written by Margie.
   D. printed on paper.

2. While reading, the children were amused because ______
   A. the book had yellow pages.
   B. they had to turn the pages.
   C. the words stayed in the same place.
   D. they had to read the same page twice.

3. What did Margie hate most?
   A. Tests and homework.
   B. Her ugly teacher.
   C. The questions on the screen.
   D. Getting bad marks.

4. The difference between Margie's school and the school centuries ago was in the ______
   A. number of tests the children were given.
   B. subjects the children were taught.
   C. age when the children went to school.
   D. place where the children had their lessons.

5. In her school Margie missed ______
   A. the regular hours of lessons.
   B. the company of other children.
   C. individual lessons with her teacher.
   D. textbooks printed on paper.

6. The writer wants to show us that ______
   A. today's schools are much worse than future schools.
   B. today's children should be happy about present schools.
   C. teaching and learning won't change much in the future.
   D. the computer is a better teacher than a man.

7. The text is part of ______
   A. a fairy tale.
   B. a fantasy book.
   C. a science fiction story.
   D. a historical novel.

GLOSSARY

– **cynical** (adj) tỏ vẻ hoài nghi
– **County Inspector** viên thanh tra giáo dục quận
– **to scream** thét lên, hét lớn

22

Education is an important issue for many people in the UK as well as around the world. In most countries pupils who attend secondary schools take an exam to get a school leaving certificate. One particular worry is why boys are doing so badly. Some twenty years ago, exam scores of girls and boys in a class were compared. Boys got better results in exams, so various steps were taken to improve the results of girls, including having single sex girl-only classes. Now, the situation is reversed, with girls getting better scores than boys.

So, what has gone wrong with boys, and what can be done about it? John Dunsford, leader of the Association of Head Teachers in Secondary Schools, says that the fact that boys do not achieve much academically has its roots in society rather than the classroom. Girls, more than boys, see education as a passport to a good job. On the other hand, according to Penny Lewis, a head teacher, young men are not confident enough and are often uncertain about their place in society. Some boys grow up in families where there is no father, which means no male role model to follow.

Moreover, boys learn in a different way to girls, preferring small amounts of work with short deadlines rather than large projects extended in time. And education is not seen as "cool". As someone on a BBC website put it, "Girls achieve more at school because they are watching the future while the boys are watching the girls." This is not just a problem in Britain. In a study by the Organisation for Economic Cooperation and Development and UNESCO, girls did better than boys at reading at the age of 15 in all 45 countries. The UK took the ninth place among the 45 countries in reading skills, although pupils in the UK spend less time reading than in most other countries. Interestingly, the study suggested that British children read for pleasure more often than those in other countries.

(Adapted from www.bbc.co.uk)

1. Twenty years ago ______
   A. boys didn't do very well in exams.
   B. school authorities decided to change the situation.
   C. girls had very good results in exams.
   D. all pupils went to single-sex classes.

2. Girls have better exam results than boys because ______
   A. boys are too sure of themselves.
   B. girls think that a good education will help them find a job.
   C. boys come from a different place in society than girls.
   D. girls grow up in complete families.

3. Boys differ from girls in ______
   A. the number of books they read.
   B. the time spent surfing the Internet.
   C. the way they spend their free time.
   D. the way they learn.

4. The study by UNESCO showed that British children at the age of fifteen ______
   A. read a lot although they don't have to.
   B. spend more time reading than children in other countries.
   C. are the best at reading.
   D. can't read very well.

5. The text is mainly about ______
   A. the kind of exams pupils take.
   B. boys' and girls' success in education.
   C. the educational system in Britain.
   D. what pupils read for pleasure.

GLOSSARY

- **reversed** (adj) đảo ngược
- **head teacher** hiệu trưởng
- **role model** cái gương để noi theo
- **deadline** hạn chót
- **extended in time** dài ngày

23

Leanne Beetham's work is surprising. But what makes her art truly exceptional is that her paintings are all done with a brush that she holds in her mouth. Since birth the girl has been unable to use her arms or legs, but her talent and enthusiasm have allowed her to become a successful artist.

Leanne was born with a serious genetic disease. The prospect was so depressing that her mother could not learn to live with it. However, she didn't want to put the baby up for adoption, so eventually, she gave Leanne's grandparents the right to look after Leanne.

Despite her young age, Leanne's work has already been shown at the Royal Academy of Arts. Last week one of her paintings was sold at Christie's auction house in London. Leanne was the youngest artist in the auction, which was organised to raise funds for the David Shepherd Wildlife Foundation for endangered wildlife.

When Leanne was two, she began drawing with a pencil in her mouth. Her talent was discovered at the age of 13 when she painted a reindeer on a school Christmas card. It was even published in the local newspaper. As a 19-year-old she says: "I was able to hold a pen in my mouth quite naturally. I started drawing before I started writing. I paint because I like it. Although many people say I am very talented, I have never thought about myself in this way. I don't want to impress anybody or win a competition, but to feel better. It's something I do without thinking and I can't imagine my life without it."

Her talent brought her to the attention of a famous landscape artist, Shepherd, who occasionally paints flowers. And crime writer Frederick Forsyth is also among the people who admire her enthusiasm for portraying elephants, horses and dogs. This famous writer, who has a large collection of portraits, came to the gallery and saw three of her pictures on sale for £250. He sent her a note, with a four-figure cheque for each one, telling her she was underselling her talent.

Leanne's artistic talent shows her attitude to life. "If you say I can't do something, I'll go out of my way to prove you wrong," she said.

(Adapted from *The Daily Mail*, May 2, 2007)

1. Leanne's mother _____
   A. allowed strangers to bring her daughter up.
   B. accepted her daughter's health problem.
   C. learned how to look after her daughter.
   D. let her relatives take care of her daughter.

2. The aim of the auction at Christie's was to _____
   A. promote Leanne's paintings.
   B. collect money for the protection of animals.
   C. attract young artists' attention.
   D. exhibit the paintings showing wild animals.

3. Leanne paints because she _____
   A. wants to show how good she is.
   B. would like to be better at it.
   C. has a contract with a local paper.
   D. has always enjoyed doing it.

4. Leanne loves painting _____ .
   A. landscapes B. portraits
   C. animals D. flowers

5. Frederick Forsyth _____
   A. bought some of her paintings.
   B. did not recognize her talent.
   C. offered her regular financial help.
   D. sold three of her paintings.

6. In the article, the author _____
   A. encourages people to take up painting as a hobby.
   B. suggests that everyone has a talent for painting.
   C. proves that disability doesn't always prevent success.
   D. invites art collectors to buy disabled artists' paintings.

GLOSSARY

- **genetic** (adj) thuộc di truyền
- **prospect** triển vọng
- **depressing** (adj) đáng buồn, gây chán nản
- **to put a baby up for adoption** đem một đứa trẻ đi cho làm con nuôi
- **Royal Academy of Arts** Viện Hàn Lâm Nghệ Thuật Hoàng Gia
- **auction** cuộc bán đấu giá
- **reindeer** con tuần lộc
- **crime writer** nhà văn viết truyện hình sự
- **to portray** mô tả
- **four-figure cheque** ngân phiếu ghi số tiền có 4 con số
- **to undersell sth** bán cái gì với giá không xứng với giá trị thật của nó
- **to go out of one's way to do sth** cố hết sức để làm gì
- **disabled** (adj) tàn tật – **disability** (n)

24

SHYNESS

Shyness may not seem to be a serious complaint, but for some who suffer from it, it can become unbearable. Even talking to a small group of people you know can seem like an ordeal – it can feel as if you've been asked to give a speech on a topic you know very little about to a number of experts. You start to feel hot and shaky, your heart beats faster, your knees feel weak, you begin to stutter and the whole experience seems to last forever.

The fact of the matter is that shyness is something we often recognise in others: blushing (going red) is one of the more visible signs, for example. Yet we don't judge someone harshly because of this. But shyness does mean you're harder to approach, so you become more isolated. As one shy person put it, "It's like being in a prison, and it's very hard to break out."

Experts on the subject have come up with various possible solutions, and one has been singled out as being the key to success – namely, finding an interest in common with other people. Spending a lot of time on the sidelines watching other people and envying them because they are much more outgoing doesn't help; remembering that some of the people you envy most are probably shy themselves, does. The secret is how you deal with it. And experts have come up with four things you can do today to help.

Firstly, you can start by listening to other people. You will find yourself getting interested in what they're talking about and asking questions – and before you know it, you'll be having a conversation.

Secondly, you could try asking neighbours if you can walk their dog. Like children, pets can be excellent icebreakers for conversations with passers-by.

Thirdly, try joining a class to learn something like tap-dancing or flamenco, where people are likely to laugh a lot. You'll feel relaxed, and also you'll be much too busy concentrating on what you're doing to feel shy.

Lastly, try telling yourself that it doesn't matter if you say or do something silly. Most people make a fool of themselves every so often – and it's not the end of the world if you do!

1. One of the symptoms of shyness in a stressful situation is ______
   A. sweating a lot.
   B. an increased heart rate.
   C. pain in the knees.
   D. excessive talkativeness.

2. Why do shy people become more reserved?
   A. Their social unease makes them more difficult to talk to.
   B. They see that others are shy too.
   C. Other people lack the patience to talk to them.
   D. They dread being judged by others.

3. What do experts believe is the most essential measure to be taken?
   A. Studying others' behaviour in social situations.
   B. Discovering shared interests with others.
   C. Comparing yourself to other people.
   D. Finding out what makes other people shy.

4. How can listening to others prove helpful in combating shyness?
   A. You develop useful psychological skills.
   B. It is the first step to getting into conversation.
   C. People will see you care about their interests.
   D. It is a visible sign of becoming less shy.

5. It is suggested in the text that a shy person should ______
   A. learn to laugh more.
   B. learn to relax.
   C. take up a "social" hobby.
   D. help other people in the community.

6. Shy people should realise that everybody ______
   A. says stupid things sometimes.
   B. makes jokes sometimes.
   C. is foolish.
   D. is self-conscious.

7. The major aim of the author of the text is to ______
   A give important advice on how to deal with shy people.
   B. raise the readers' interest in shyness as a social problem.
   C. present recent findings about the nature of shyness.
   D. offer useful hints on how shy people can help themselves.

GLOSSARY

- **complaint** 1) lời than phiền 2) chứng bệnh
- **unbearable** (adj) không thể chịu đựng nổi
- **ordeal** cơn thử thách
- **shaky** (adj) run rẩy
- **to stutter** nói lắp bắp
- **to blush** đỏ mặt
- **harshly** (adv) gay gắt, khắc khe
- **isolated** (adj) cô lập
- **to single sth out** lựa cái gì riêng ra
- **on the sidelines** đứng ngoài cuộc, đứng ra một bên
- **outgoing** (adj) cởi mở, thân mật
- **to walk a dog** dắt một con chó đi dạo
- **icebreaker** đề tài mào đầu cho cuộc chuyện trò
- **tap-dancing** điệu nhảy clacket

25

I remember going to the British Museum one day to read about a treatment for some slight illness which I believed I had. I think it was hay fever. I got the book and read the fragment I came to read and then I began turning the leaves and studying other diseases. I don't remember which was the first I read about but I soon realised I had them all.

I sat for a moment, frozen with horror; and then, in despair, I again turned over the pages. I came to typhoid fever, must have had it for months without knowing it. I wondered what else I had got; turned to Blight's disease and was relieved to find I had only a modified version so I might live for years. I read through the whole book and the only disease I decided I didn't have was housemaid's knee.

I went to my doctor. He is an old friend of mine, and feels my pulse, and looks at my tongue and talks about the weather and I thought I would be doing him a favour by going to him now. "What a doctor wants," I thought, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred of your ordinary patients with only one or two illnesses each."

So I went straight up to him and he said, "Well, what is the matter with you?" I told him it would be easier for me to tell him what was *not* the matter with me. I said I didn't have housemaid's knee. I said I had every other illness. And then I told him how I came to discover it all.

Then he looked at me, took hold of my wrist, counted the pulse and continued the examination. After that, he sat down and wrote out a prescription. He folded it up and gave it to me and I put it in my pocket and went out.

I did not open it. I took it to the nearest chemist's, and handed it in. The man read it, and then handed it back saying that he didn't have the things I needed. "Are you a chemist?" I said in surprise. "I am," he replied. "If I was a grocer and a family hotel combined, I might be able to help. But being only a chemist makes it impossible."

I looked at the prescription and read it slowly. It ran:

1 lb beefsteak with 1 pt bitter beer every 6 hours. 1 ten-mile walk every morning. 1 bed at 11 sharp every night. And don't stuff up your head reading things you don't understand.

I followed the directions, with the happy result – speaking for myself, that my life was saved and is still going on.

(adapted from *Three Men in a Boat* by Jerome K Jerome)

1. The author went to the British Museum because ______
   A. he was interested in history.
   B. he wanted to study books about medicine.
   C. he wanted to find information on one particular illness.
   D. he didn't trust his doctor's diagnosis.

2. After reading the book he thought that ______
   A. he suffered from less illnesses than he had previously thought.
   B. he was perfectly healthy.
   C. he was going to die soon.
   D. he suffered from almost all possible illnesses.

3. He thought he was doing his doctor a favour because ______
   A. treating him would give the doctor a lot of experience.
   B. his doctor didn't have many patients.
   C. he was going to have to pay his doctor a lot of money.
   D. he knew the doctor wanted to see him.

4. During the examination ______
   A. the doctor looked very worried.
   B. the doctor laughed at what the man had told him.
   C. the doctor pretended to treat his illnesses seriously.
   D. the doctor refused to give him any medicines

5. The chemist couldn't help the author because ______
   A. the medicines were very rare.
   B. the doctor had not prescribed any medicines.
   C. he thought the man was joking.
   D. he was not a real chemist

6. The overall tone of the text is ______
   A. serious.
   B. sad.
   C. humorous.
   D. critical.

GLOSSARY

- **hay fever** bệnh sốt mùa cỏ khô
- **fragment** mảnh vụn, mẩu nhỏ
- **frozen with horror** hoảng sợ đến điếng người
- **in despair** tuyệt vọng
- **typhoid fever** bệnh sốt thương hàn
- **relieved** (adj) an tâm, nhẹ nhõm
- **a modified version** một thể (bệnh) đã biến đổi
- **housemaid's knee** bệnh sưng đầu gối
- **to feel ones' pulse** bắt mạch cho ai
- **wrist** cổ tay
- **lb** [viết tắt đơn vị trọng lượng *pound* = 453 grams]
- **bitter beer** bia đắng
- **to stuff sth up** nhồi nhét vào cái gì

26

THE GENTLEMAN THIEF

I once heard someone say that people who make fake documents do their work much more carefully than people who make real ones. So I suppose the best con artists do their best to look more respectable than truly respectable people. Jonathan Wilde had charm and intelligence: in fact, he was a hit with the ladies. He also knew how to read the times he lived in. In eighteenth century England, people were terrified of crime. Industry started to grow very quickly at that time. This made towns and cities grow bigger very quickly. Many people from the country had to go to look for work in them because their small family businesses couldn't compete with the bigger fish. The modern police force hadn't yet been created, so these growing towns and cities were full of crime.

Wilde used people's fear of crime. His gang robbed people at night and he offered to get people's things back for them if they gave him money for his work. He also helped the authorities to catch a lot of criminals (his rivals and former partners in crime). He was like a mafia boss: he created a heroic image for himself to cover up his criminal activity. He was known as the "gentleman thief".

You can't call today's con artists "gentlemen"! Many of them trick old people into giving them money. Some con artists in Germany use the "nephew trick". They look for old-fashioned first names in telephone directories. They then call old people, saying that they are younger relatives who need money quickly. The trick often works because it's harder for older people to be sure who they are talking to on the telephone. What's more, older people often don't tell other people that they have problems with this. Sometimes they feel embarrassed about it, sometimes they worry that they might have Alzheimer's Disease and sometimes they're afraid of being put in an old people's home. The con artist and the victim meet each other at a bank. The victim takes the money out and gives it to the con artist. These people move around the country very quickly and are in organised gangs. Many of the gang bosses are in Poland: people on the Polish-German border tell them about police operations.

Even the best con artists aren't always lucky. For example, Wilde was executed. And you can't trick all old people. A clever old lady in Germany recently caught two "relatives" with the help of the police.

1. Jonathan Wilde ______
   A. was a politician.
   B. was not very intelligent.
   C. was not very nice.
   D. was popular with women.

2. In 18th century England ______
   A. a lot of people had to move to big cities.
   B. there wasn't a lot of crime.
   C. the industry was not well developed
   D. there were a lot of small businesses.

3. Jonathan Wilde ______
   A. cooperated with the police.
   B. was a real gentleman.
   C. was a real hero.
   D. gave money to the poor.

4. Con artists in Germany pretend they ______
   A. have a lot of money.
   B. want to give some money away.
   C. are related to their victims.
   D. have health problems.

5. Older people are easier to trick because they ______
   A. have problems with using computers.
   B. live alone.
   C. have old-fashioned names.
   D. might have health problems.

6. Jonathan Wilde ______
   A. was never caught.
   B. moved to another country.
   C. was killed.
   D. was caught by an old lady.

GLOSSARY

– **fake** (adj) giả
– **con artist** kẻ lừa đảo, tên đại bịp
– **charm** sự quyến rũ
– **hit** người / vật được ưa chuộng
– **terrified of** (adj) sợ hãi

– **rival** đối thủ
– **to trick** lừa phỉnh, lường gạt
– **Alzheimer's Disease** bệnh mất trí nhớ
– **to execute** xử tử

27 RAMBLING ROB

This week Rob reports on his trip on the highest railway in the world.

Alter enjoying the colonial charm of Peru's old towns and cities, I decided it was time to go for the big one. A journey on the highest railway in the world through the Andes Mountains and a climb up Machu Picchu. This is a really high mountain and the views then are amazing.

I arrived at the station early in the morning because I thought there would be lots of tourists waiting for tickets. I really hoped there wouldn't be too many of them on the train. They always talk loudly to each other and never really look at things. I was lucky this time. There were just one or two other travellers. They looked more interested in their books than anything else.

The carriage was full. Each seat was full and some people had animals with them. There weren't any dogs, just chickens and a couple of goats. Some of the people sat silently, others talked quietly to each other in Quechua(*). I looked out of the window. The train moved slowly through the beautiful scenery. There were green mountains everywhere I looked. I felt like I was in a dream and I didn't want the dream to end.

Alter many hours of travelling, the train finally arrived at the station near Machu Picchu. It was getting dark, so I found a bed for the night in the youth hostel. My room was basic: there was only a bed, a chair, a small table and a reading lamp. But it was comfortable. I fell asleep with my book on Peru in my hands.

The next day, I woke up early to get ready for my climb. The weather was perfect for climbing. Unfortunately, I forgot to chew coca leaves. The local people chew these leaves because it helps them not to feel dizzy high up in the mountains. As I climbed up the mountain, I felt dizzier and dizzier. In the end, I felt so bad that I fainted! A doctor woke me up and took me back down the mountain. He told me to rest for a couple of days. He also said I could climb the mountain with him when I felt better. We're going tomorrow. I can't wait!

(*) *Quechua is a Native Indian language spoken in South America.*

1. Rob arrived at the station early because ______
   A. he wanted to avoid crowds.
   B. he wanted to chat with other tourists.
   C. he wanted to choose a good seat on the train.
   D. he didn't want to miss the train.

2. In the carriage ______
   A. there weren't many people.
   B. there were people with dogs and other animals.
   C. some people talked in English.
   D. no one talked in English.

3. When he looked out of the window ______

A. he saw the scenery he saw in a dream.
B. he saw Machu Picchu.
C. there was amazing scenery around him.
D. he couldn't see anything because of the train moving too fast.

4. After arriving at the station ______
A. it was already dark.
B. he rented a room.
C. he went to climb up Machu Picchu.
D. he was very tired.

5. Before he went for a hike ______
A. it started to rain.
B. he checked the weather forecast.
C. he made some preparations.
D. he felt dizzy.

6. The local people ______
A. never chew coca leaves high up in the mountains.
B. chew coca leaves because they don't want to feel dizzy.
C. only chew coca leaves when they feel dizzy.
D. chew coca leaves not to feel sleepy.

7. Up in the mountains he ______
A. lost consciousness.
B. felt very good
C. met some local people
D. met a friend who was a doctor.

GLOSSARY

– **to ramble** đi dạo, đi ngao du
– **colonial** (adj) thuộc thời thuộc địa
– **carriage** toa xe lửa
– **youth hostel** lữ quán thanh niên
– **dizzy** (adj) chóng mặt
– **to faint** ngất xỉu

28 CHOOSING A LANGUAGE SCHOOL

Today, there are language schools on practically every street (well, it seems like that sometimes, especially in the bigger cities here in Vietnam). How do you decide which school is right for you? Here are a few things to think about when you are looking through flyers, leaflets and brochures from different schools.

Before you visit a school:

- If you are going to study English in the UK, contact the British Council to see which schools are accredited by them. If a school is accredited, it means that their inspectors regularly check it to make sure that it is good enough. If a school isn't good enough, it loses its accreditation. So, if you choose an accredited school, you will probably be happy with it.

- Talk to people you know who are doing language courses at different schools. What do they think about the schools and courses? If you choose the same school or same course as them, you may have the same opinions later.
- Ask yourself what you want to learn English for. Do you have any specific goals, like passing an exam or going to work in an English-speaking country? If you have, make a list of them. Think about whether it would be better for you to have private lessons with a teacher or lessons in a group. Then look at the courses that local schools are offering to see what might be right for you.

While you're visiting a school:

- Take a look around the building. Does it look tidy? Does it look well-organised? Do you feel comfortable in it?
- Ask about the teachers that work at the school. Remember, you have a right to see copies of their qualifications.
- Ask about whether you can watch a class for free before signing up for a course. A good school will be happy to arrange this for you.

Found a good place? Great! Now go away and study!

1. Nowadays there are a lot of language schools ______
   A. in big cities in Poland.
   B. in big and small cities in Poland.
   C. in countries other than Poland.
   D. all over Europe.

2. The school is accredited if ______
   A. it is not on the British Council list.
   B. it is checked by experts.
   C. its teachers have contact with the British Council.
   D. its teachers are trained by the British Council.

3. Before choosing a school you should ______
   A. talk to the school manager.
   B. talk to the teachers.
   C. talk to people who study there.
   D. discuss your choice with your family.

4. Before choosing a school you should ______
   A. go to an English speaking country.
   B. have private lessons first.
   C. decide what you want to study English for.
   D. pass an exam

5. While visiting a school you should pay attention to ______
   A. other students.
   B. equipment.
   C. furniture.
   D. how you feel about the school.

6. While visiting a school you may ______
   A. check if the teachers have proper qualifications.
   B. check if the teachers have proper qualifications and watch a class.
   C. watch a class.
   D. check what textbook is used.

GLOSSARY

– **practically** (adv) hầu như, gần như
– **flyer** tờ quảng cáo
– **leaflet** tờ rơi
– **to accredit** ủy nhiệm
– **accreditation** sự ủy nhiệm
– **inspector** viên thanh tra

29

Angelina Jolie is a talented actress who has been in many films. Even though not all of her films have been good ones, many people say that she is a good actress. In fact, she won an Oscar for her role in *Girl, Interrupted* in 2000. She is now one of the highest-paid actresses in Hollywood. Many people also respect her for her work as a Goodwill Ambassador for the United Nations. She has visited poor people in many different countries and has even adopted two children, one from Cambodia and the other from Ethiopia. She has been married twice and now lives with Brad Pitt, the father of her biological child.

She is the daughter of Jon Voight, who starred in *Midnight Cowboy* with Dustin Hoffman. Her parents divorced when she was a baby. Angelina and her brother were brought up by their mother. When she was a child, she often watched movies with her mother. She later said that this inspired her to become an actress, not her father. In fact, she blamed him for the break-up of her parents' marriage.

When she was 11 years old she decided that she wanted to be an actress and trained for 2 years. She was not happy when she was a student at the Beverly Hills High School. Her mother did not have much money, so she often had to wear second-hand clothes. She felt lonely among the richer kids. Other students were horrible to her because of the way she looked: she was very thin and wore both braces on her teeth and glasses. When she was 14, she stopped going to acting classes and became a rebel. She wore black clothes, dyed her hair purple and went out to punk concerts a lot. In the end, however, she went back to theatrical classes and back to high school.

She has said that she is "still at heart just a punk kid with tattoos". And she has a lot of them! All of her tattoos have a special meaning. She has removed some of them over the years. For example, she used to have a tattoo of a window on her lower back. She says she used to spend all of her time looking out of windows and wanting to be outside, but now she's outside all the time. That's why she doesn't have that tattoo any more.

1. Angelina Jolie gained respect by ______
   A. being a Goodwill Ambassador for the United Nations.
   B. being a good actress.
   C. being a Goodwill Ambassador for the United Nations and a good actress.
   D. winning an Oscar.

2. Her father is ______ .
   A. a film director
   B. an actor
   C. her manager
   D. Dustin Hoffman's manager

3. Angelina Jolie comes from ______ .
   A. an intellectual family.
   B. a rich family.
   C. a musical family.
   D. a broken family.

4. The inspiration to become an actress came from ______
   A. the films she watched as a child.
   B. her father.
   C. other directors.
   D. her school teacher.

5. When she was a teenager ______
   A. she had a lot of friends.
   B. she was very pretty.
   C. she suffered because of her appearance.
   D. she was constantly on a diet.

6. She became a rebel ______
   A. after she had stopped going to acting classes.
   B. because she didn't want to go to acting classes.
   C. because she wanted to dye her hair and go to punk concerts.
   D. after she had returned to school.

7. Her tattoos ______
   A. are very small
   B. haven't changed since she started making them.
   C. cover only her lower back.
   D. are very important to her.

GLOSSARY

- **Goodwill Ambassador for the United Nations** Đại sứ Thiện chí cho Liên Hiệp Quốc
- **to adopt a child** nhận một đứa trẻ làm con nuôi
- **biological child** con đẻ
- **to divorce** li dị
- **to inspire sb to do sth** gợi cảm hứng cho ai làm gì
- **break-up** sự đổ vỡ/ tan vỡ
- **brace** cái niềng
- **acting class = theatrical class** lớp dạy diễn viên
- **rebel** kẻ nổi loạn
- **to dye** nhuộm
- **punk** [tên loại nhạc rock mạnh]
- **tattoo** hình xăm

30

I remember a holiday of mine being completely ruined one late autumn by our paying attention to the weather report of the local newspaper. "Heavy showers, with thunderstorms, may be expected today," it would say on Monday, and so we would give up our picnic, and stay indoors all day, waiting for the rain. Meanwhile people would pass the house, the sun shining brightly, and not a cloud to be seen.

"Ah!" we said, as we stood looking out at them through the window, "won't they come home soaked!" And we chuckled to think how wet they were going to get. By twelve o'clock, with the sun pouring into the room, the heat became quite oppressive, and we wondered when those heavy showers and thunderstorms were going to begin.

"Ah! They'll come in the afternoon, you'll find," we said to each other. "Oh, won't those people get wet." At one o'clock, the landlady would come in to ask if we weren't going out, as it seemed such a lovely day.

"No, no," we replied, "not we. We don't mean to get wet – no, no."

And when the afternoon was nearly gone, and still there was no sign of rain, we tried to cheer ourselves up with the idea that it would come down all at once, just as the people had started for home. But not a drop ever fell, and it finished a great day, and a lovely night after it.

The next morning we would read that it was going to be a "warm, fine day; much heat;" and we would go out, and, half an hour after we had started, it would start to rain hard, we would come home with colds and aching all over from rheumatism, and go to bed.

The weather is a thing that is beyond me altogether. I never can understand it.

(Adapted from *Three Men in a Boat* by Jerome K. Jerome)

1. The author describes a situation when he gave up on a picnic because of ______
   A. the weather.
   B. what someone told him.

C. the weather forecast he heard.
D. the weather forecast he read.

2. The other people ______
A. ignored the weather forecast altogether.
B. dressed for rain.
C. stayed indoors.
D. laughed at the author.

3. The landlady was surprised because ______
A. the weather was good.
B. the author didn't go out.
C. the author was alone in his room
D. the author told her about the forecast.

4. In the afternoon ______
A. it finally rained.
B. the weather was still great.
C. it rained a little.
D. the author and his friends went out.

5. The newspaper forecast was ______
A. wrong.
B. right.
C. impossible to understand.
D. easy to predict

6. The weather forecast for the next day was ______
A. the same.
B. much worse.
C. better.
D. just as the author expected.

7. The next day the author ______
A. was prepared for rain.
B. got wet.
C. stayed at home.
D. thought it was going to be rainy again.

GLOSSARY

- **soaked** (adj) ướt sũng
- **to chuckle** cười khẩy
- **oppressive** (adj) ngột ngạt, bức bối
- **aching** sự đau nhức
- **rheumatism** bệnh thấp khớp
- **to be beyond sb** vượt khỏi tầm hiểu biết của ai

31 A STAR IS BORN!

Katie Melua was born in Georgia: not the one in America, but the one that is quite near Turkey. She moved to Belfast in Northern Ireland with her family when she was eight. The people in Northern Ireland were very friendly to her and she made really good friends at school there. When she was thirteen, she dreamed of becoming a politician (she thought she could make the world peaceful if she controlled it!) or a historian. After five years of living in Belfast, her family moved to London. Two years later, she was in a talent competition on television, she sang "Without You" (a Mariah Carey song) and won! The competition gave her experience of performing live on national TV.

Later, she went to a performing arts school. While she was there, she found out about different kinds of music. She wrote a song about Eva Cassidy called "Faraway Voice": Katie really liked one of Eva's songs and wrote it when she learned that the singer was dead. She sang this song when Mike Batt, a successful songwriter and producer, came to her school. He could see Katie's talent and asked her to work with him. "The Closest Thing to Crazy" became her first hit in the summer of 2003.

Since then, she has won many awards and her records have sold very well: I'm sure you have heard "Nine Million Bicycles' on the radio! She has performed for the British, Dutch and Norwegian royal families. She has also done a lot of concerts, both in big arenas and smaller clubs. She likes playing in small places because you can feel closer to other people in them.

She is an ambassador for a charity called *Save the Children* and has visited Sri Lanka to see the work that it is doing there. She performed at *46664*, a concert organised by Nelson Mandela to get money for people with AIDS. She was on a new version of "Do They Know It's Christmas?", a song written more than twenty years ago to get money for poor people in Africa. She also sang on a new version of "Tears In Heaven": it was recorded to raise money for people who lost their homes and families because of the tsunami.

She is a talented young woman with a good heart.

(adapted from *www.katiemelua.com*)

1. Katie Melua was born in ______
   A. Northern Ireland.   B. the USA.
   C. the former Soviet Union.   D. Turkey.

2. She first appeared on TV when she was ______ years old.
   A. 15   B. 13   C. 8   D. 18

3. One of her songs was dedicated to a(n) ______
A. historian B. politician C. singer D. actress

4. Katie was noticed by a famous producer ______
A. at a talent competition B. on TV.
C. in a school D. in a club.

5. Katie prefers to sing ______
A. in big concert halls. B. in small clubs.
C. at private parties. D. in stadiums.

6. Katie helped to raise money for ______
A. children, people with AIDS and tsunami victims.
B. children and people with AIDS.
C. children and tsunami victims.
D. people with AIDS and tsunami victims.

7. "Do They Know It's Christmas?" was written in ______ .
A. the early 90s B. the late 90s C. 2003 D. the 80s

GLOSSARY

– **performing arts school** trường nghệ thuật biểu diễn
– **hit** bản nhạc ăn khách nhất
– **royal family** hoàng gia, hoàng tộc
– **arena** sân vận động lớn

32

A FAMILY TRAGEDY

Today, Cecile Dionne looks much like any other suburban grandmother, but she and her four identical sisters were once the most celebrated children on the face of the planet. They were known to the world as the Dionne Quintuplets.

25-year-old Elzire Dionne, already the mother of five children, gave birth to the quintuplets in May, 1934. Identical sisters were born in the family home in rural Ontario. No one expected the five tiny infants to survive. But when Annette, Emilie, Yvonne, Cecile and Marie did – the first quintuplets ever do so – they became a sensation.

Within days of their birth, their father sold a promoter the rights to exhibit his daughters. Stung by the resultant public outcry, the Ontario government stepped in. The girls were taken away from their parents and placed under the care of a board of guardians.

It was not long, however, before the guardians, too, began to exploit them. The Ontario authorities built a nine-room nursery on Oliva's farm right across the road from the family home, later expanding it into a bizarre facility nicknamed "Quintland". It included a horseshoe-shaped observatory, where crowds peered through screened glass windows while the little girls played. The quints soon developed into a major tourist attraction, drawing as many as 10,000 visitors a month.

The quints should have earned a fortune, certainly enough to last them the rest of their lives. They were on the covers of magazines. They appeared in films and on radio. Still, by the time they were seven years old in 1941, $1 million had accumulated in a trust account held for the girls until they turned 21 in 1955. The quints were finally reunited with their parents and siblings (three more were born after them) when they were nine. Around that time, the parents won back custody of the girls and greater access to the trust fund fed by their earnings.

Cecile has decidedly mixed feelings about her parents. In television drama her mother is portrayed as consumed by love for the five little girls. That is not the way Cecile remembered her. "I didn't even really know my mother. She was always too busy. But I suppose there were too many for her to love. After all, she already had seven other kids by the time we went back to the big house." If there is a glimmer of sympathy in Cecile's attitude to her mother, there is little for her father. "He was a difficult man to know and communicate," she says.

The difficult moments came later, after the Dionnes were reunited. There were two distinct entities in the family. On the one hand, there were the five little girls who had finally returned home. On the other, there were brothers and sisters who were both proud and envious at the same time. It was not an easy situation. Cecile remembers it well. "We lived separate lives," she says. "But there was always so much tension in our relationships, always so many quarrels. Our brothers and sisters, even our parents, always thought that we were the cause of their misery, their unhappiness."

1. The Dionne sisters became so famous because they were the only quintuplets ______
   A. who had lived past infancy.
   B. who were not born in a hospital.
   C. whose mother had already had children.
   D. who nearly died at birth.

2. Why did the Ontario government take the girls away from their parents?
   A. They thought their parents would cause problems.
   B. They thought their father was exploiting them.
   C. They responded to people's reaction to the quints' situation.
   D. They wanted to make money out of the girls.

3. What is Cecile's lasting impression of the quints' early years at Quintland?
   A. The nurses were cruel to them.
   B. The other quints missed their parents.
   C. People made a lot of fuss of them.
   D. They had very little privacy.

4. What happened when the quints were nine?
   A. Their mother had triplets.
   B. They gained more control over their finances.
   C. They earned $1 million dollars.
   D. They went back to live with the rest of the family.

5. How does Cecile feel about her parents?
   A. She feels sorry for them both for having had such a large family.
   B. She appreciates the difficulty of her mother's situation.
   C. She wishes she had been able to talk to her father.
   D. She feels they were not properly portrayed in a book and TV programme.

6. Why was life more difficult when the quints moved back to live with their family?
   A. The family were divided over what to do with quints' earnings.
   B. The other Dionne children felt ambivalent about them.
   C. The girls couldn't spend as much time together as they had before.
   D. They made the rest of the family miserable by quarrelling all the time.

7. How does the writer of the article react to Cecile's account of her childhood?
   A. She is not convicted by it.
   B. She accepts it as fact.
   C. She thinks Cecile is concealing the truth.
   D. She thinks Cecile is exaggerating.

GLOSSARY

- **suburban** (adj) thuộc ngoại ô
- **celebrated** (adj) nổi tiếng
- **quintuplets** những đứa trẻ sinh 5
- **rural** (adj) ở nông thôn
- **infant** trẻ sơ sinh
- **sensation** tin giật gân, tin gây xôn xao dư luận
- **promoter** người tổ chức quảng bá sản phẩm
- **to be stung** bị chỉ trích
- **resultant** (adj) xảy ra sau đó như là hậu quả
- **observatory** đài quan sát
- **to peer through** ghé mắt nhìn qua
- **screened** (adj) có lưới chắn
- **to accumulate** tích lũy
- **trust account** tài khoản ủy thác
- **siblings** anh chị em ruột
- **custody** sự trông nom chăm sóc (một đứa trẻ)
- **trust fund** quỹ ủy thác
- **earnings** tiền kiếm được, thu nhập
- **to portray** mô tả
- **to be consumed by love for sb** chan

- **public outcry** những phản đối ầm ĩ của công chúng
- **to step in** can thiệp
- **board of guardians** ban giám hộ
- **to exploit** khai thác, bóc lột
- **nursery** nhà trẻ
- **bizarre** (adj) kì quái
- **facility** cơ sở vật chất
- **nicknamed** có biệt danh là
- **horseshoe-shaped** (adj) hình vòng cung như móng ngựa

chứa lòng yêu thương dành cho ai
- **glimmer** tia sáng le lói, một chút gì ít ỏi
- **entity** thực thể, cái thực tế đang tồn tại
- **envious** (adj) ganh tị
- **tension** sự căng thẳng
- **misery** sự khốn khổ
- **infancy** giai đoạn sơ sinh
- **to make a lot of fuss of sth** làm rùm beng một chuyện không đâu
- **triplets** những đứa trẻ sinh ba
- **ambivalent** (adj) vừa yêu vừa ghét

33

THE BEST OF FRIENDS

The evidence for harmony in the family may not be obvious in some households. But it seems that four out of five young people now get on with their parents, which is the opposite of the popularly-held image of sullen teenagers locked in their room after endless family rows. An important new study into teenage attitudes surprisingly reveals that their family life is more harmonious than it has ever been in the past: more than half of 13 to 18-year-olds get on with their brothers. Eighty-five per cent of 13 to 18-year-olds agree with the statement "I'm happy with my family life," while a majority said their lives were "happy", "fun" and "carefree". Only one in ten said that they definitely did not get on with their parents.

"We were surprised by just how positive today's young people seem to be about their families," said one member of the research team. "There're expected to be rebellious and selfish but actually they have other things on their minds; they want a car and material goods, and they worry about whether school is serving them well. There's more negotiation and discussion between parents and children, and children expect to participate in the family decision-making process. They don't want to rock the boat."

So it seems that this generation of parents is much more likely than parents of 30 years ago to treat their children as friends rather than subordinates. There are actual statements to back this up. "My parents are happy to discuss things with me and make compromises," says 17-year-old Daniel Lazall. I always tell them when I'm going out climbing, or which girl I'm going out with. As long as they know what I'm doing, they are fine with it."

Susan Crome, who is now 21, agrees. "Looking back on the last ten years, there was a lot of what you could call negotiation... or you might have called it bribery. But as long as I'd done all my housework, I could go out on a Saturday night. But I think my grandparents were a lot stricter with their children." But maybe this positive view of family life should not be unexpected. It is possible that ideas of adolescence being a difficult time are not rooted in real facts. A psychologist comments, "Our surprise that teenagers say they get along well with their parents comes because of a brief period in our social history when teenagers were identified as different beings. But the idea of rebelling and breaking away from their parents really only happened during that one time in the 1960s when everyone rebelled. The normal situation throughout history has been a smooth transition from helping out with the family business to taking it over."

"The present generation has grown up in a period of economic growth, and as a result teenagers appear to believe much more in individualism and self-reliance than in the past. **That** has contributed to their confidence in the fairness of life, and thus to a general peace within the family unit."

But is life really fair? Nine out of ten young people think "if you work hard enough, you will get just rewards." However, some recognized that this was not actually inevitable – and not always fair. "If you have fewer opportunities and live in an inner city," one 15-year-old boy told researchers, "you've got to work 110 per cent. Otherwise you can work 50 per cent and get away with it."

But greater family stability has to be a good place for young people to start out in life, and the findings of the study supports this. In spite of some gloomy forecasts about the decline of the family, the future looks good!

1. What is important about the study into teenage attitude?
   A. It confirms previous findings.
   B. It gives actual figures for its results.
   C. It shows that most teenagers do not get on with their parents.
   D. It identifies unexpected facts about family relationships.

2. What is surprising about young people today, according to the research team?
   A. They worry about being rebellious.
   B. They think that education is important.
   C. They negotiate with their parents.
   D. They discuss things with their families.

3. Daniel Lazall and Susan Crome ______
   A. have very different opinions about parents.
   B. could both talk to their parents honestly.
   C. had no limits placed on what they were allowed to do.
   D. are both very responsible.

4. The writer says that "the positive view of family life should not be unexpected" because ______
   A. a happy family is the normal situation.
   B. this view comes from a specific time in the past.
   C. parents allow children a lot of freedom nowadays.
   D. children can be bribed to behave well.

5. What does underlined "that" refer to?
   A. a period of economic growth
   B. a belief in individualism and self-reliance
   C. an attitude held only in the past
   D. a confidence in the fairness of life

6. What do some young people believe about life today?
   A. It always gives everyone a fair chance.
   B. Making money is the most important goal.
   C. Some people have to work longer than others.
   D. Not everyone have equal opportunities.

7. The purpose of the article is to ______
   A. help people improve family relationships.
   B. show young people how to choose a career.
   C. demonstrate that popular ideas about relationships may be false.
   D. suggest ways of educating children in developing relationships.

GLOSSARY

- **harmony** sự hài hòa, sự hòa thuận ⇒ **harmonious** (adj)
- **opposite** điều trái ngược lại
- **popularly-held image** (adj) hình ảnh mà mọi người thường hình dung
- **sullen** (adj) mặt mày ủ rủ
- **positive** (adj) có tính tích cực
- **rebellious** (adj) hay nổi loạn
- **material goods** của cải vật chất
- **negotiation** sự thương lượng
- **decision-making process** tiến trình đưa ra quyết định
- **to rock the boat** làm đảo lộn, gây xáo trộn
- **subordinate** cấp dưới, thuộc hạ
- **to back sth up** hỗ trợ, ủng hộ cái gì
- **to make compromises** đưa ra thỏa hiệp, nhượng bộ nhau
- **to look back on** hồi tưởng lại, nhìn lại
- **bribery** sự hối lộ
- **adolescence** thời mới lớn, lứa tuổi thanh xuân
- **to be rooted in** có nguồn gốc tại
- **to break away from** thoát li khỏi
- **a smooth transition from... to...** một sự chuyển đổi suông sẻ từ... đến...
- **to take sth over** tiếp quản, nhận bàn giao
- **individualism** chủ nghĩa cá nhân
- **self-reliance** sự tự lập/ tự thân vận động
- **fairness** sự công bình, hợp lí
- **inevitable** (adj) tất yếu, không thể tránh được
- **inner city** khu lao động nghèo khổ trong một thành phố lớn
- **stability** tính ổn định
- **to start out in life** bắt đầu vào đời
- **gloomy** (adj) u ám, đen tối, ảm đạm
- **decline** sự suy giảm, sự xuống dốc

Was it poor visibility or superstition that made Manchester United's players abandon their grey strip for away games in the middle of a Premiership match in 1996? The players couldn't pick each other out, manager Alex Ferguson told reporters at the time. It was nothing to do with superstition. They said it was difficult to see their team mates at a distance. But his protest failed to mention that one of the five occasions the grey strip had been worn, the team had failed to win.

Dr Richard Wiseman, a psychologist at Hertfordshire University, says United's players may have succumbed to the power of superstition without even realising it. "I might argue that the players may have unconsciously noticed that when they do certain things, one of which might well involve the wearing of red shirts, they are successful." He draws a parallel with research into stock market speculators. Like gamblers they swore that certain days were lucky for them. Eventually it was shown that the successful market speculators were unconsciously picking up on numerous indicators and were shadowing market trends but were unable to explain how they did it. Superstition plays a part whenever people are not certain what it is they do to achieve a good performance and people who have to perform to order are particularly vulnerable. It is as if the imagination steps into the gap in the dialogue between the conscious and the unconscious mind.

Many superstitions have deep roots in the past according to Moira Tatem, who helped edit the 1,500 entries in the Oxford Dictionary of Superstitions. People today observe superstitions without knowing why and they'd probably be surprised to discover origins. The idea that mail vans are lucky is a good example. Sir Winston Churchill, the British Prime Minister during World War II, was said to have touched a mail van for luck whenever he saw one in the street. The reason for this superstition resides in the ancient belief that Kings and Queens had the ability to cure by touch. Monarchs, naturally enough, grew fed up with being constantly touched and at some point started trailing ribbons with gold medals or coins out of the door of their coaches when travelling and people touched them instead. Mail vans carry the Crown symbol on the side and touching the van is a direct throwback to that earlier belief.

While some ancient superstitious beliefs and practices have been maintained, others have died out. This is because those practices with a connection to farming and a life spent in close proximity to nature no longer make much sense now that so many of us live in cities. Nevertheless, we continue to develop our own sometimes very private and personal superstitions. Many people carry or wear lucky objects although they may not in fact think of them as such. It only becomes obvious that the object forms a part of a superstitious belief when the person is unable to wear or carry it and feels uncomfortable as a result.

Experts agree that these individual superstitious practices can be an effective means of managing stress and reducing anxiety. The self-fulfilling nature of superstitions is what can help. The belief that something brings you good luck can make you feel calmer, and as a result, able to perform more effectively. International cello soloist Ralph Kirshbaum says musicians are a good example of the effectiveness of these very particular rituals. "I know string players who won't wash their hands on the day of a recital and others who avoid eating for eight hours prior to a performance. They can then play with confidence."

But this self-fulfilling aspect of superstitions can also work against you. This is why Kirshbaum prefers to confront the superstitious practices of other musicians. "If you're in a situation where you can't avoid eating or forget and wash your hands, you then feel that you'll play badly. And you often do, simply because you feel so anxious. I wash my hands and have broken the taboo about eating. My only vice is to insist that people leave and give me two minutes complete silence in the dressing room before I go on."

Superstitions can become even more harmful when they develop into phobias or obsessions, often characterized by elaborate collections of rituals. "It's not a problem if I carry a lucky object of some kind," says psychologist Robert Kohlenberg of the University of Washington. "But if I don't have it with me and I get terribly upset and turn the house upside down looking for it, that's a bad thing."

1. According to their manager, Alex Ferguson, Manchester United decided to change out of their grey shirts because ______
   A. they had lost every time they had worn them.
   B. the colour was not bright enough.
   C. it was difficult for the other team to see them.
   D. a psychologist told them they might play better without them.

2. Dr Wiseman says Manchester United players and stock market speculators are similar in that ______
   A. both groups can identify the factors that contribute to improving performance.
   B. both groups attribute their success to wearing particular items of clothing.
   C. neither group can understand why they do well on some occasions and not on others.
   D. both groups believe that certain days of the week are lucky for them.

3. According to Moira Tatem, what would most British people say if you asked them why touching a mail van is considered lucky?
   A. "A famous politician used to do it too."
   B. "The vans are lucky but I don't know why."
   C. "Being touched by a monarch can cure disease."
   D. "The royal coat of arms is on the side of the van."

4. Which older superstitions have been preserved?
   A. Those that still seem meaningful.
   B. Those connected with life in the city.
   C. Those connected with life in the countryside.
   D. Those that are created and held by individuals.

5. How does going without food affect some string players?
   A. It makes them feel too tired and hungry to play well.
   B. It helps them play with more assurance.
   C. It makes no difference to the way they perform.
   D. It ensures that they perform.

6. Why doesn't Ralph Kirshbaum keep the superstitious practices of other musicians?
   A. He can't be bothered with them.
   B. He has his own complicated rituals.
   C. He doesn't think they always help.
   D. He is not superstitious.

7. What attitude does the author of the article have to superstitions?
   A. He thinks they are harmful.
   B. He thinks they are inevitable.
   C. He thinks they can be nonsensical.
   D. He thinks they can be beneficial.

GLOSSARY

- **visibility** tầm nhìn xa, mức độ nhìn rõ
- **superstition** sự/ điều mê tín dị đoan
- **strip** đồng phục của đội bóng
- **away game** trận đấu ở sân khách
- **Premiership match** trận đấu giải ngoại hạng Anh
- **to pick each other out** nhìn thấy nhau
- **protest** sự phản đối
- **to be succumbed to** chịu thua cái gì
- **unconsciously** (adv) một cách vô thức
- **to draw a parallel with sth** so sánh cái gì với
- **stock market** thị trường chứng khoán
- **speculator** người đầu cơ
- **to cure by touch** chữa lành bằng cách sờ tay
- **monarch** vua/ hoàng hậu
- **to trail** kéo lê đằng sau
- **ribbon** dải băng
- **coach** cỗ xe ngựa
- **Crown symbol** biểu tượng Hoàng gia
- **throwback** người/vật/ điều tương đương như trong qua khứ
- **in close proximity to sth** rất gần với
- **self-fulfilling** (adj) (lời tiên tri) trở thành sự thật vì người ta tin là sẽ thành sự thật/ có tin thì có thiêng
- **cello soloist** nhạc sĩ độc tấu đàn cello

- **gambler** người đánh bạc
- **to pick up on sth** để ý thấy cái gì
- **indicator** điều chỉ dẫn, dấu hiệu
- **to shadow market trends** thăm dò, theo dõi các xu thế thị trường
- **vulnerable** (adj) dễ bị tổn thương
- **gap** khoảng trống
- **mail van** xe chở thư
- **to reside** cư trú tại
- **ritual** nghi lễ, nghi thức
- **string player** người chơi đàn dây
- **recital** buổi trình tấu nhạc
- **to confront** thách thức
- **taboo** điều cấm kị
- **vice** thói xấu
- **phobia** chứng sợ hãi vô lí
- **obsession** nỗi ám ảnh
- **to turn the house upside down** xáo tung cả nhà lên (để tìm)

35

Wilbur and Orville Wright, aviation pioneers and American inventors, achieved the first powered, sustained and controlled flight of an airplane. Wilbur was born on April 16 1867, in Millville, Indiana, and Orville on August 19 1871 in Dayton, Ohio. They were the sons of Milton Wright, a minister and his wife, Susan Wright. Their aviation interest started at a young age when in 1878 their father brought them a rubberband-powered helicopter toy that they adored. They instantly began making various copies of it.

Wilbur and Orville lived very proper lives. They did not smoke, drink, or marry, and they always dressed in smart business suits, even when they were likely to get dirty working with machinery. They completed high school courses, but neither graduated formally. In 1892 they opened a bicycle shop where they sold, repaired and manufactured bicycles. Income from the shop supported them during the early years of their aeronautical experiments. Their interest in mechanical flight was reinforced by the gliding flights of the German pioneer Lilienthal. The Wright brothers followed Lillienthal's career and studied all the available literature on aviation at the time. This inspired them to begin their aeronautical experimentation. During the winter of 1901-1902 they built a wind tunnel to test the drag and lift of various wing shapes. They also managed to design a gasoline engine that was ligh enough and powerful enough to propel an aeroplane.

Finally, on December 17 1903 at Kitty Hawk, North Carolina, Orvill made history's first powered and controlled aeroplane flight. The press however, refused to believe that man had flown, and their 1903 fligh was not immediately acknowledged by the public. This first Wright ai plane was underpowered and difficult to control, and it became obviou that a lot had to be done to perfect their invention. As a result, they d cided to continue experimentation. Within two years of trials, th Wright Brothers managed to fine-tune the controls, engine, propelle and configuration, and created the world's first "practical" aeroplane. 1905, after they perfected their aircraft, they began looking for buye passports. He collected them wearily, stamped them mechanically, and handed them back to us. He had no sooner left than the customs officers entered. They were extremely polite and much to our surprise (especially the lady in the fur coat), did not seem too concerned about the goods we had with us. They opened one or two cases, which they did not examine thoroughly, and then asked each of us how much money we had with us and requested to see it. (I learned afterwards that large amount of money were being smuggled out of the country).

The officers remained quite satisfied that all was in order and were preparing to leave when one of them casually picked up the cigarette-lighter to light his pipe. The man opposite me made an involuntary movement and checked himself, saying that the lighter was broken. The officer replied jokingly that that was why the man had probably had no cigarettes to declare. The man stammered an embarrassed reply and it was clear he was trying to hide something. The customs officer noticed this too, and offered to repair the man's lighter. He unscrewed the bottom of it and, to our amazement, began to draw out a thick roll of dollar bills of high value. A lighter like this was too valuable to be left lying around, the officer said, and he asked the man to follow him out of the compartment.

1. The narrator's fellow-passenger ______
   A. was a rather reserved and bottled-up man.
   B. spoke with a very strong accent.
   C. used strong language.
   D. was cheerful and jolly.

2. The fact that the man couldn't give the narrator a light ______
   A. didn't seem strange to him because he didn't give it a second thought.
   B. was rather unexpected.
   C. surprised him because his fellow-traveller used to be so helpful all the way to the frontier.
   D. was at the back of his mind as they were rapidly reaching the frontier.

3. When an official came into the compartment, ______
   A. he found the narrator fast asleep.
   B. he did his duty habitually, without fixing his mind on it.
   C. he went through the motions of the procedure mechanically pretending nothing was wrong.
   D. he warned the passengers that a lot of money was smuggled out of the country.

4. After a very quick survey of passengers' things the customs officers ______

   A. seemed dissatisfied with its results.
   B. were suspiciously polite with the passengers and quickly left the compartment.
   C. inquired whether the passengers had any currency along.
   D. stated the value of them.

5. One of the officers ______

   A. was a heavy cigar smoker.
   B. was a violent opponent of smoking.
   C. wanted to light a cigarette.
   D. liked to smoke a pipe.

6. One of the customs officers suspected that something was wrong ______

   A. after they were through with the thorough examination of the things.
   B. after one of them made a motion to take the lighter and tried to make use of it.
   C. because the man looked very embarrassed.
   D. after the officer unscrewed the bottom of the lighter.

7. The customs officers asked the owner of the lighter to come along with them because ______

   A. the man was a smuggler.
   B. they couldn't leave such a valuable thing as the lighter lying around.
   C. he was too nervous and it was clear he was trying to hide something.
   D. one of them wanted to repair a lighter.

GLOSSARY

– **jerk** cái giật mạnh
– **to take to sth/sb** thích cái gì/ người nào
– **bright** (adj) thông minh
– **good-tempered** (adj) vui vẻ, vui tính
– **frontier** biên giới
– **compartment** buồng hành khách trên tàu hoả
– **to stamp** đóng dấu
– **mechanically** (adv) một cách máy móc không cần nghĩ ngợi
– **to smuggle** buôn lậu, vận chuyển lậu hàng hóa
– **to be in order** hợp pháp, hợp lệ
– **involuntary** (adj) ngoài ý muốn, bất giác
– **to check oneself** tự kềm chế, kìm mình lại
– **to unscrew** vặn trái để mở ra
– **roll** một cuộn
– **narrator** người kể chuyện
– **at the back of one's mind** vẫn còn đọng lại trong trí
– **to make a motion to do sth** làm cái động tác là
– **smuggler** kẻ buôn lậu

37

Did you know that we forget about 80% of the medical information a doctor might give us? This fascinating piece of information came to light as a result of a study carried out by Utrecht University. What is even more interesting is that almost half of what we think we remember is wrong. Why do you think this is? Well, going to the doctor can make most people nervous and when we are stressed we are more inclined to focus on the diagnosis rather than on the treatment. Therefore, we know what is wrong with us but have no idea what to do about it.

Here are some good tips to have in mind when seeing a doctor. Always bring along a notepad to jot down important pieces of information such as how to take prescribed medication or how to prepare for any medical tests you might need. What would be even better is if your doctor agreed to having your consultation recorded. In this way, you can replay his advice at home, where you are more likely to be able to absorb it. Should you believe the situation is serious or you're really worried, get a family member or close friend to accompany you to listen in.

The Partnership for Clear Communication recommends you ask these three questions every time you talk to a health care professional: "What is my main problem?", "What do I need to do?" and "Why is it important for me to do this?". It's also very important to get any written information that is available on your condition.

1. According to the passage, the information doctors give us ______ .
   A. is not enough B. is only 80% correct
   C. is mostly forgotten D. should be studied carefully

2. Research carried out by Utrecht University ______
   A. brought new medical information to light.
   B. showed that fifty per cent of what we hear from doctors is misunderstood.
   C. showed that fifty per cent of doctors give us misinformation.
   D. was seen as not very accurate.

3. The author says that when people consult a doctor ______
   A. they only want to know what is wrong with them.
   B. they are only interested in knowing what they should do.
   C. they believe their situation is serious.
   D. they usually have a family member or close friend with them.

4. Why is it good to have a notepad with you?
   A. to show your notes to a health care professional
   B. to write down any important details
   C. to let the doctor write down his suggestions
   D. to keep track of how much money you pay the doctor

5. The word "prescribed" in paragraph 3 means ______ .
A. usual B. ordered C. used D. permitted

6. The author suggests recording the consultation in order to ______
A. listen to it when you have calmed down.
B. play to your family and friends to get their opinion.
C. refer to it later to better understand your condition.
D. use against the doctor if necessary.

7. Who should you ask three particular questions?
A. Anyone you consult with regards to your health
B. The Partnership for Clear Health Communication
C. Either a family member or a friend
D. Researchers with knowledge of your particular condition

GLOSSARY

- **to come to light** được công bố
- **stressed** (adj) cảm thấy căng thẳng
- **to be inclined to do sth** có xu hướng thích làm gì
- **diagnosis** sự chẩn đoán
- **notepad** cuốn sổ tay
- **to jot down** ghi chép
- **medication** thuốc men
- **consultation** sự hội ý, trao đổi ý kiến
- **to replay** mở ra để nghe/xem (băng ghi âm/ phim)
- **health care professional** chuyên viên y tế

38

For millions of people, the internet has opened up a whole new world. From their personal computers they are ordering books, sending greetings cards and finding out about literally anything on Earth. For students it is invaluable for homework, for travellers it makes planning and booking astonishingly easy, while for many others it is a great way of keeping in touch with family and friends or, indeed, making new friends. It is, in short, a wonderful resource for obtaining information, getting things done and communicating with others. And yet it is also creating one of the fastest-growing social problems of our time: Internet addiction.

A recent study involving Internet users from all over the world found that 50 per cent of them claimed to be addicted, spending an average of over 60 hours per week on-line. Some of these reported routinely logging on as soon as they arrived home from work, university or school, often remaining on-line until the small hours. "Sometimes I'm feeling absolutely exhausted, dying to go to bed," said one respondent "but then I think to myself I'll just try one more page, it might be really good. And then I think the same about the next page. And the next. And so on."

The study showed no difference in the rate of addiction between men and women and revealed that many heavy users simply lost track of time. In extreme cases, they began to neglect themselves, their families and their friends, apparently preferring the company of their computer to that of other people. They were also found to be more likely to be depressed than moderate users, although it is as yet unclear whether this is brought about by the excessive time spent on-line, or whether already depressed individuals have a greater tendency to stay at home and engage in what is, essentially, a solitary activity.

The researchers compared it with other addictions such as gambling, which, they say, shares with it the element of intermittent rewards: in the case of the Internet, the occasional discovery of an exciting web page. In addition, both activities tend to take place against a background of darkness. Net surfing often takes place at night; casinos deliberately keep the lights turned down low so that the punters, too, lose all sense of time. Television addiction, however, appears to be different, as TV watching tends to be more passive, merely filling the available free time.

Many Internet users, of course, would say the same of going on-line. So when does "normal" extensive Net surfing become an addiction? In some cases the indications are clear: skipped meals, lack of sleep, strained relationships, etc., but in others the symptoms are more subtle. Obsessive users may check and re-check their e-mail boxes unnecessarily. They may deceive themselves, and others, about how long they actually spend on-line, and spend their off-line time looking forward to their next on-line session. They might even rush to their PCs the minute they have the house to themselves, relieved that others are not there to pass judgement.

What, though, can those who recognise they have a problem actually do about it? The first thing is not to panic. One expert points out that many people spend an enormous amount of time reading, say, or talking on the telephone, sometimes to the detriment of family relationships. Yet nobody talks about "book addiction", or "phone addiction" as if they were in some way akin to chronic alcoholism or heavy smoking. If they are cutting themselves off, so this theory goes, it is because of a weak relationship. Going on-line is merely one way, like turning on the TV or going out for a drink, of avoiding conversation with those at home. The problem is the relationship, not the computer.

Where an addiction genuinely does exist, the advice is to seek professional help similar to that for sufferers of other compulsive disorders. This consists of gradually reducing the time spent on line, as well as dealing with any personal difficulties that may underlie the condition. Other experts advise the addict to talk to support groups specifically formed to help people with the problem of Internet overuse. Ironically, these groups can currently only be contacted via the Internet.

1. What did the study discover?
   A. Half of all users always go on-line when they get home.
   B. Many people use the Internet all night.
   C. Some keep hoping to find something interesting on-line.
   D. The heaviest users are usually male.

2. According to the text, depression _____
   A. is common among all Internet users.
   B. is associated with heavy Internet use.
   C. is caused by Internet addiction.
   D. leads to overuse of the Internet.

3. In the fourth paragraph, the writer implies that _____
   A. gamblers rarely win.
   B. gambling is less harmful than Internet addiction.
   C. Internet addicts are often also gamblers.
   D. people prefer to gamble in darkened places.

4. Which of these is an example of a less obvious sign of addiction?
   A. not eating at proper times because of excessive surfing
   B. being shocked to discover how long they have been on-line
   C. telling other people how long they have spent on-line
   D. being afraid that other people will criticise them

5. In the sixth paragraph, the author likens heavy Internet use to _____
   A. having long telephone conversations.
   B. drinking too much alcohol.
   C. smoking a lot of cigarettes.
   D. talking to relatives for many hours.

6. Which, according to the author, could have the opposite result from what is intended?
   A. obtaining the same treatment as for other conditions
   B. attempting to spend less time on-line
   C. treating the possible causes of the addiction
   D. discussing the addiction with specialist organisations

7. What is the author's aim in writing this text?
   A. to call for more controls on the content of Internet pages
   B. to describe Internet addiction and suggest remedies
   C. to discourage people from using the Internet
   D. to dismiss claims that the Internet is addictive

GLOSSARY

- **literally** (adv) theo đúng nghĩa đen/ đúng thật là
- **addiction** sự nghiện/ ghiền
- **addicted** (adj) nghiện/ ghiền
- **routinely** (adv) như thông lệ/ thường ngày
- **to log on** đăng nhập vào mạng
- **the small hours** khoảng thời gian sau nửa đêm
- **respondent** người trả lời (một cuộc thăm dò ý kiến)
- **to lose track of time** không còn ý thức về thời gian
- **moderate** (adj) chừng mực, điều độ
- **excessive** (adj) quá độ
- **solitary** (adj) đơn độc, một mình
- **intermittent** (adj) không đều đặn, lâu lâu mới có một lần
- **deliberately** (adv) cố tình
- **punter** người đánh bạc, người cá độ
- **skipped** (adj) bị bỏ qua
- **strained** (adj) căng thẳng
- **obsessive** (adj) bị ám ảnh
- **session** phiên làm việc, đợt
- **to pass judgement** đưa ra lời nhận xét đánh giá
- **to panic** hoảng loạn
- **detriment** sự tổn hại
- **akin to** có bà con với, gần giống, na ná
- **chronic** (adj) mãn tính
- **alcoholism** chứng nghiện rượu
- **sufferer** người đang mắc bệnh/ đang phải chịu đựng
- **compulsive disorder** sự rối loạn do quá ham mê
- **to underlie** nằm bên dưới, là nền tảng của
- **overuse** sự lạm dụng
- **ironically** (adv) đáng mỉa mai là
- **via** (prep) thông qua, qua ngả

39

THE eBAY ADDICTS

Katie is sitting at her computer, eyes glued to the screen. It's 2 am and the eBay auction is about to end. Within minutes the 25-year-old events manager from London will know if she has won another pair of Gucci shoes to add to her collection.

The scene may sound familiar. Indeed, eBay – the Internet auction site – has become a modern phenomenon, with 10 million British users, 135 million worldwide and up to 600,000 joining every month.

The other side-effects of her self-confessed addiction are far more alarming. Katie has spent so much of her substantial £50,000-a-year salary on eBay since discovering it in November that she is already £10,000 in debt.

It is not just her finances which are feeling the strain. Her health is also deteriorating under the stress of owing so much, and she has been to see her GP. What horrifies Katie even more is the fact that she can see her personality changing as a result of her addiction: she admits she is now prepared to lie to cover the extent of her problem.

Natalie, 27, from London, who works for a casting agency, also finds taking part in the eBay auctions and hunting for bargains addictive.

"I admit that I am an addict and I probably do need professional help," she says. "Every day I wake up and say that today I am not going on eBay. But I can't stop myself. It started as my stress-buster from work and now it's the cause of my stress. The thrill of the auction is like a gambling rush."

These young women are not isolated cases. David Nott, Addictions Programme Manager, is seeing an increasing number of patients with eBay addiction, which he says is a very real condition.

While shopaholism has been recognized as a problem for years, he believes eBay addiction is different because of the combination of shopping and gambling which makes it so compelling and potentially more addictive.

"While a lot of people claim that the possibility of picking up a bargain is what attracts them to eBay, the single biggest thing that tends to keep them coming back is not what they buy, but how they buy it," he says. "The whole thing is geared around anticipation, winning and losing – it's a very emotive process."

He says eBay addiction should be treated as seriously as any other.

"It is potentially life-destroying. While it doesn't have the immediate health implications, it can lead to disrupted sleep, the same types of adrenaline highs and lows and obviously the overspending and consequent financial problems that this entails."

1. Why does the author in the second paragraph say that "the scene may sound familiar"? Because people taking part in the eBay auctions are ______
   A. a rare case
   B. ordinary buyers
   C. spread all over the world
   D. decreasing in number

2. People visiting eBay auctions are ______
   A. gamblers
   B. addicts
   C. shopaholics
   D. lonely people

3. According to the author what attracts people in eBay auctions?
   A. the rush of excitement
   B. anticipation, winning and losing
   C. the need to by things
   D. the possibility to pick up a bargain

4. eBay addiction is different from shopaholism because ______
   A. there is no human interaction
   B. it is a combination of shopping and gambling
   C. it is more addictive
   D. you buy things online

5. David Nott says that the side effects of eBay addiction are ______
   A. destroyed relationship and stress
   B. financial problems

C. deteriorating health and change of personality
D. adrenaline rush, disrupted sleep and financial problems

6. EBay addiction according to David Nott should be treated seriously because ______
A. you get hooked
B. it has immediate health implications
C. bidding is exciting
D. it may destroy your life

7. Natalie thinks that her addiction ______
A. is self-destructing
B. influences her relationship with parents
C. is the cause of her stress
D. is just a hobby

GLOSSARY

- **to be glued to** (bị) dán chặt vào
- **auction** cuộc bán đấu giá
- **Gucci** [tên công ti sản xuất đồ da thời trang hạng sang]
- **side-effect** tác dụng phụ
- **self-confessed** (adj) tự công nhận
- **in debt** đang mắc nợ
- **to deteriorate** suy thoái, thoái hóa, biến chất
- **GP [General Practitioner]** bác sĩ đa khoa
- **casting agency** công ti môi giới người năng khiếu
- **addictive** (adj) gây nghiện
- **stress-buster** hoạt động giúp giảm stress
- **shopaholism** chứng nghiện mua sắm
- **shopaholic** người nghiện mua sắm
- **compelling** (adj) hấp dẫn
- **to be geared around** liên kết chặt chẽ với
- **anticipation** sự mong đợi, sự hy vọng
- **emotive** (adj) gây xúc động, tạo ra nhiều cảm xúc
- **implication** hệ quả
- **disrupted** (adj) bị gián đoạn
- **adrenaline highs and lows** mức tăng và giảm sự hưng phấn (do tiết ra hóc-môn adrenaline nhiều hay ít)
- **to overspend** chi tiêu quá mức
- **to entail** gây ra, mang lại, kéo theo như một hậu quả
- **to get hooked** trở nên nghiện/ ghiền

40

WIMBLEDON

There is a definite buzz to Wimbledon in July. This is the "village" where Londoners celebrate both the sun and their proud lawn tennis roots. When you see the crowds streaming into the streets wearing sunglasses, summery dresses and straw hats, it's like an official decree from the Queen herself: the long awaited British summer has rolled in.

Up until 6 July, there is only one reason to come to Wimbledon: tennis. Over one fortnight in June and July, the world's top-seeded players fight it out in a grass court for the prestigious trophies. The atmosphere is electric. Famous faces dot the crowds, English flags wave for the players and vendors do a steady trade in strawberries and cream, which has come to be the official food of the Championships.

It is possible to get a ticket for Wimbledon on the day of the match. Get up and get there as early as possible. Day-of-play tickets are sold on strictly one-per-person queuing basis. Queues can be extremely long and your position in the queue cannot be reserved by equipment, you must be there in person!

If you've missed the Championships, make up for it with a visit to the award-winning Wimbledon Lawn Tennis Museum. The museum offers a glimpse of how the gentle game of lawn tennis, once all the rage on the lawns of Victorian England and with origins that go far back to Medieval Royal Tennis, has become a multi-million dollar professional sport.

The museum offers wonderful views over Centre Court. You'll find memorabilia donated from famous players and great footage of past matches, as well as art and artifacts that bring the excitement of the sport to life.

Visitors also partake in the other game in Wimbledon: walking. Take a picnic on one of Wimbledon's many green areas. Wimbledon Common covers about 1,140 acres of woodland, heath land and mown recreation areas. Ten ponds promote a variety of bird, animal and plant life. The entire area is unfenced and is open to the public 24-hours a day throughout the year.

Shopaholics should head for the 320,000 square foot shopping centre at Centre Court, Wimbledon – the heart of Wimbledon retail. Three floors, with 62 shops and food outlets offer visitors a plethora of pleasant shopping. It's also a convenient place to purchase memorabilia or to get a snack and stock up on provisions before the big match at the Wimbledon Tennis Grounds.

If you wish to seek out a bit of quiet time perhaps to meditate and think winning thoughts for your chosen tennis player hopeful, the first Buddhist temple in the UK is the place to visit. Four peaceful acres encompass an imposing temple, ornamental lake, a small grove, flower garden and orchard.

1. Wimbledon is a famous place in England where you can ______
   A. see fashionably dressed people.
   B. celebrate the beginning of summer.
   C. buy strawberries and cream.
   D. watch tennis matches.

2. Tennis Championship ______
   A. is officially announced by the Queen.
   B. takes place over one fortnight.
   C. is a close event.
   D. is the time when Londoners celebrate the sun.

3. In paragraph 2 "day-of-play" means that ______
   A. one person can buy many tickets for the match.
   B. you can get a ticket on the day of the match.
   C. you can book a ticket on the day of the match.
   D. you must queue for a while.

4. In the Wimbledon Lawn Tennis Museum you can ______
   A. trace the history of tennis.
   B. play tennis.
   C. become a multi-million dollar professional.
   D. see famous players.

5. Wimbledon Common is ______
   A. a private area.
   B. rich in flora and fauna.
   C. another game in Wimbledon.
   D. just a picnic area.

6. Where can you have a meal?
   A. at the Wimbledon Tennis Grounds.
   B. at Centre Court.
   C. at Wimbledon Common.
   D. at Wimbledon Lawn Tennis Museum.

7. The Buddhist temple ______
   A. is the only place to visit in Wimbledon.
   B. is the place for religious people.
   C. is a beautiful place to visit and meditate.
   D. is the fourth in the UK.

GLOSSARY

– **buzz** tâm trạng/ bầu không khí nô nức
– **to stream** chảy tuôn trào
– **summery** (adj) thuộc mùa hè
– **straw hat** mũ rơm
– **decree** sắc lệnh
– **long awaited** (adj) được chờ đợi đã lâu
– **to roll in** kéo đến
– **fortnight** khoảng thời gian 2 tuần
– **top-seeded player** cầu thủ hạt giống hàng đầu
– **prestigious** (adj) danh giá, uy tín
– **trophy** giải thưởng, cúp
– **electric** (adj) sôi động, sôi nổi
– **to dot** có mặt lác đác
– **vendor** người bán rong ngoài đường
– **to do a trade in sth** mua bán món gì
– **to donate** hiến tặng
– **footage** đoạn phim ngắn
– **artifact** đồ chế tác, đồ mỹ nghệ
– **to partake in sth** tham gia vào
– **common** khu đất công
– **mown** (adj) (cỏ) được cắt xén
– **unfenced** (adj) không có hàng rào
– **to head for a place** nhắm hướng một nơi để đi đến
– **retail** sự bán lẻ
– **outlet** điểm bán hàng
– **plethora** trạng thái thừa thải, dư dả
– **snack** món ăn dặm
– **to stock up on provisions** mua đồ dự trữ
– **to meditate** suy gẫm, thiền quán
– **hopeful** (adj) đầy triển vọng

- **strawberry** trái dâu tây
- **day-of-play ticket** vé bán đúng vào ngày thi đấu
- **on a one-per-person queuing basis** dựa trên cơ sở mỗi người xếp hàng chỉ được mua một vé
- **rage** sự say mê cuồng nhiệt
- **memorabilia** kỉ vật, đồ lưu niệm
- **to encompass** bao gồm, chứa đựng
- **imposing** (adj) oai nghiêm, hùng vĩ, bệ vệ, nguy nga
- **ornamental** (adj) dùng để trang trí
- **grove** khu rừng nhỏ
- **flora** hệ thực vật
- **fauna** hệ động vật

41

Although I left university with a good degree, I suddenly found that it was actually quite hard to find a job. After being unemployed for a few months, I realised I had to take the first thing that came along or I'd be in serious financial difficulties. And so, for six very long months, I became a market research telephone interviewer.

I knew it wasn't the best company in the world when they told me that I'd have to undergo three days of training before starting work, and that I wouldn't get paid for any of it. Still, I knew that the hourly rate when I actually did start full time would be a lot better than unemployment benefit, and I could work up to twelve hours a day, seven days a week if I wanted. So, I thought of the money I'd earn and put up with three days of unpaid training. Whatever those three days taught me – and I can't really remember anything about them today – I wasn't prepared for the way I would be treated by the supervisors.

It was worse than being at school. There were about twenty interviewers like myself, each sitting in a small, dark booth with an ancient computer and a dirty telephone. The booths were around the walls of the fifth floor of a concrete office block, and the supervisors sat in the middle of the room, listening in to all of our telephone interviews. We weren't allowed to talk to each other, and if we took more than about two seconds from ending one phone call and starting another, they would shout at us to hurry up and get on with our jobs. We even had to ask permission to go to the toilet. I was amazed how slowly the day went. Our first break of the day came at eleven o'clock, two hours after we started. I'll always remember that feeling of despair when I would look at my watch thinking, "It must be nearly time for the break", only to find that it was quarter to ten and that there was another hour and a quarter to go. My next thought was always, "I can't believe I'm going to be here until nine o'clock tonight."

It wouldn't have been so bad if what we were doing had been useful. But it wasn't. Most of our interviews were for a major telecommunications company. We'd have to ring up businesses and ask them things like, "Is your telecoms budget more than three million pounds a year?"

The chances are we'd get the reply, "Oh, I don't think so. I'll ask my husband. This is a corner shop. We've only got one phone." And so the day went on.

The most frightening aspect of the job was that I was actually quite good at it. "Oh no!" I thought. "Maybe I'm destined to be a market researcher for the rest of my life." My boss certainly seemed to think so. One day – during a break, of course – she ordered me into her office. "Simon," she said, "I'm promoting you. From tomorrow, you're off telecoms and onto credit card complaints. I'm sure you can handle it. There's no extra pay, but it is a very responsible position."

Three weeks later I quit. It was one of the best decisions I've ever made.

1. Why did the writer become a market research telephone interviewer?
   A. He had completely run out of money.
   B. He had the right university degree for the job.
   C. It was the first job he was offered.
   D. He knew it was only for six months.

2. The writer had doubts about the company when ______
   A. they only offered him three days of training.
   B. they told him he wouldn't receive payment for his training.
   C. they told him he had to be trained first.
   D. he was told what the hourly rate would be.

3. His workplace could best be described as ______
   A. large and noisy.
   B. silent and dirty.
   C. untidy and crowded.
   D. old-fashioned and uncomfortable.

4. How did he feel when he realised it wasn't time for the break yet?
   A. He felt that he would have to go home early.
   B. He felt that he wouldn't survive to the end of the day.
   C. He felt that the end of the day seemed so long away.
   D. He felt that he must have made a mistake.

5. What would have made the job more bearable?
   A. knowing that he was carrying out a valuable service
   B. being able to phone much larger companies
   C. not having to talk to shopkeepers
   D. not having to ring up businesses

6. What was unusual about Simon's promotion?
   A. It showed how good he was at his job.
   B. It meant he would be phoning different people.

C. It involved greater responsibility.
D. There was no increase in salary.

7. What would be the most suitable title for this extract?
A. Typical Office Life
B. Unpleasant Employment
C. How To Earn a Decent Salary
D. You Get What You Deserve

GLOSARY

- **market research telephone interviewer** nhân viên phỏng vấn khách hàng qua điện thoại để phục vụ công việc nghiên cứu thị trường
- **to undergo** trải qua
- **hourly rate** tiền lương tính theo giờ
- **unemployment benefit** trợ cấp thất nghiệp
- **supervisor** viên giám thị
- **booth** buồng điện thoại/ ngăn riêng
- **concrete** (adj) bằng bê tông
- **break** quãng giải lao
- **despair** cảm giác tuyệt vọng
- **telecommunications = telecoms** viễn thông
- **budget** ngân sách
- **to be destined to do sth** được số phận an bài là sẽ làm gì
- **to promote sb** thăng chức cho ai
- **credit card complaints** bộ phận giải quyết các khiếu nại liên quan đến thẻ tín dụng
- **to handle** xử lí, giải quyết

42

GETTING AWAY FROM IT ALL

Somewhere around February it begins. The drizzle is coming down outside and the kids are bored on a Saturday afternoon. It's usually then that my husband decides it is time to plan our summer holiday. Out come the brochures and the discussion begins.

It's not that we're an argumentative family, but it seems that where we are to spend two weeks in the summer relaxing brings out the worst in us. Before too long, we're all insisting on places and refusing others, the volume steadily increasing. My daughter discovers a lifelong ambition to go to India. Funny how she never mentioned it before. My son isn't going anywhere unless he can bring his dog and my husband doesn't mind where he goes as long as it's within five miles of a golf course.

As usual, it's left to someone, and guess who, to find somewhere that everybody is willing to accept (the dog goes to the neighbours, though). This can take some weeks of persuading, reminding and convincing on my part, but usually there's a solution. Then it's time to plan the packing. It seems that everybody else believes that it can be done half an hour before we leave for the airport. My husband lays out things he wants to take and I put them back when he's not looking and get out the real holiday clothes. My daughter wants to take everything she owns. Each item she has to put back is the subject of another argument.

Finally the day arrives and we get to the airport in plenty of time. This happens because I start to shout five hours earlier that we are going in five minutes, ready or not. Once at the airport, we check in. It sounds simple enough, but the thing is that airports are full of people running around who don't know where to go. Not surprising since we only do it once a year and we've forgotten where we went last time. We finally find the right desk, get rid of the bags and go through to the departure lounge.

Somewhere around here I can finally think about relaxing. Not for me the cold sweats, shaking, and nervous wondering about the plane. Everything is somebody else's problem. If there's something wrong with the plane, the pilot can worry about it. If a passenger has a heart attack, the stewards can worry about it.

And so begin two weeks of relaxation. I learned long ago that the only way to do it is to stop being called "Mum". For those two weeks, whenever I hear the word I look around as if it refers to someone else. I ignore any question that begins with "Where's my...". The funny thing is that they always find it anyway. The only thing I worry about is which book I'm going to take to the pool. My husband follows a ball around a course, my kids do whatever kids do these days and I become myself again for a short while.

1. The writer implies that her family ______
   A. find it hard to agree on anything.
   B. all have very different personalities.
   C. don't usually fight over things.
   D. don't care about each other's feelings.

2. The writer thinks her daughter's ambition to go to India is ______
   A. not as strong as she claims.
   B. amusing in a girl her age.
   C. strange for someone like her.
   D. a secret she should have shared.

3. The writer implies that ______
   A. her son refuses to go with them.
   B. the others try to make her agree.
   C. nobody is really happy with the idea.
   D. she gets the others to agree.

4. Why does the writer put back the clothes her husband chooses?
   A. She doesn't like what he wears.
   B. He forgets to choose things for her.
   C. He can't decide what to take.
   D. The clothes aren't suitable.

5. The writer implies that ______
   A. it's not far from her house to the airport.
   B. they would be late if she didn't make a fuss.
   C. airports are usually badly designed.
   D. people should go on holiday more often.

6. The writer thinks she is different from some other people because she ______
   A. finds flying an enjoyable experience.
   B. doesn't worry about problems.
   C. understands what pilots face.
   D. doesn't care about other passengers.

7. The writer thinks that her family ______
   A. try to stop her from relaxing on holiday.
   B. don't recognise her when she's on holiday.
   C. don't need her as much as they think.
   D. ignore her unless they need something.

GLOSSARY

– **drizzle** cơn mưa phùn
– **argumentative** (adj) hay tranh cãi
– **volume** khối lượng
– **packing** sự sắp xếp hành lí

43 HOW ENVIRONMENTALLY FRIENDLY AM I?

Jane Gregson called in an expert to find out.

I like to think that I'm bringing my kids up to care about the world around them. They know that resources are scarce: that they shouldn't waste water and that they should turn lights off to save electricity when they're not in a room. They know that we have to save the rainforests and respect the world's fragile eco-balance. They know that we have to ensure that the air we breathe is clean. I thought my family was environmentally friendly, so I invited Tom Harper from Pollution Prevention Ltd to come and see if I was doing everything right.

Tom arrived at our detached house early on a Saturday morning. I was making breakfast, and my two children, Joshua (aged nine) and Rebecca (twelve) were watching cartoons on TV.

The first thing Tom asked when he came into the kitchen was "How old's your fridge?" I told him it was about fifteen years old. "Well, by the look of it, you ought to think about getting a new one."

"A new one?" I said. "I thought we were supposed to use products for as long as possible before buying new ones. It still works quite well."

"Well," said Tom," it may still keep your food cold, but look at those door seals. They're old, so they're leaking cold air. That means your fridge has to work harder to stay cold, so that uses more electricity. A new one would be much more efficient and cost-effective." We moved to the living room. It was November, so the heating was on. "It's nice and warm in here," said Tom, "but, to be honest, there's a problem with your windows. Those aluminium window frames let a lot more hot air out of the house than wooden or plastic frames do. And you don't have double glazing. Double-glazed windows keep in almost twice as much heat as single pane windows. Once again, you're using far more electricity than you need to." "Right, kids," I said. "Turn the TV off, have a quick shower, then come down for breakfast. Okay?"

"Before they have their showers," said Tom, "let's have a look at your bathroom." We all went up. "You see that showerhead?" said Tom. "It's got lots of big holes. That's going to let through about twenty litres of water per minute. A new water-saving showerhead lets through a lot less water, and you still get a good shower. So, if you fit **one of those**, you'll not only save water, you'll also save hot water, so you'll lower your energy and heating costs." This was more like what I wanted to hear. A new fridge and double-glazing were expensive. A new shower? I could afford that.

While the kids had their showers – Tom was pleased they didn't have baths – we went to look at the car. Now I know cars are bad for the environment, but when you've got two children wanting to go to parties and to the sports centre, what other option is there? The nearest bus stop is too far away. Tom was understanding. "If you have to have a car, you have to have a car," he said. "There's no such thing as an environmentally friendly car, but there are things you can do to reduce the negative impact cars have on the environment."

"I only use it when absolutely necessary," I said proudly. "That's good," said Tom. "But you should make sure the engine is kept properly tuned. This can increase fuel efficiency by as much as 8%. Also, regularly check that your air filters are clean. If they're dirty, that will increase your fuel consumption." By now, the kids were wanting their breakfast. We all sat down together in the kitchen. "There are some things you can do," said Tom, "like checking your car, that won't cost you much money, and they'll save you money in the long run. Equally importantly, they'll help a little to protect the environment. Other things we've talked about, like a new fridge, do cost quite a lot. But you have to be aware that your windows and your fridge at the moment are costing you more than they should in terms of heating bills and electricity use. Nobody benefits from that."

1. Why did the writer invite Tom Harper to her house?
   A. She wanted him to see how difficult it is to be environmentally friendly.
   B. She wanted to know if she could be more environmentally friendly.
   C. She wanted him to teach her children to be environmentally friendly.
   D. She wanted to show him how to be environmentally friendly.

2. The writer was surprised by what Tom said about the fridge because ______
   A. she had had it for so long.
   B. it was only about fifteen years old.
   C. she wanted it to stop working before she bought a new one.
   D. she thought he would not recommend throwing things away.

3. Why is the writer using too much electricity in the living room?
   A. A lot of the heat is escaping through the windows.
   B. The writer has the heating on in November.
   C. The children have the TV on too much.
   D. The window frames are not the right size.

4. What does the phrase "one of those" in paragraph 6 refer to?
   A. a showerhead with big holes
   B. a good shower
   C. a water-saving showerhead
   D. the shower in the writer's bathroom

5. Tom is sympathetic to the writer's ______
   A. desire not to use public transport.
   B. children's desire to have showers.
   C. willingness to buy a new shower.
   D. explanation of why she has a car.

6. According to Tom, both clean air filters and a properly-tuned engine ______
   A. reduce fuel consumption by about 8%.
   B. help to reduce the amount of fuel a car uses.
   C. prevent high fuel bills.
   D. make a car environmentally friendly.

7. Tom points out to the writer that buying a new fridge ______
   A. may save her money in other ways.
   B. may not be as expensive as she thinks.
   C. wouldn't really benefit her.
   D. is more important than checking the car.

C. It may be a lie
D. It shows the need for action.

7. What would be the most suitable title for this extract?
A. Don't Be Fooled by Designers
B. A Return to Popularity
C. The Decline in the Fur Trade
D. Millions of Animals Are Suffering

GLOSSARY

- – **fur** lông thú
- – **fur farm** trại nuôi động vật để lấy bộ lông
- – **to be bound to do sth** nhất định sẽ làm gì
- – **slogan** khẩu hiệu
- – **trend** xu thế
- – **to disguise** ngụy trang
- – **to trim** cắt tỉa bớt
- – **to dye** nhuộm
- – **powder blue** màu xanh dương
- – **trick** mánh lới
- – **fur trapper** người đặt bẫy bắt thú lấy bộ lông
- – **leghold trap** bẫy kẹp chân
- – **fox** con cáo
- – **to go bankrupt** phá sản, vỡ nợ
- – **trendy** (adj) hợp thời trang

45 LOUD AND PROUD IN THE NOISE CAPITAL OF EUROPE

Echoing those academic studies that demonstrate the blindingly obvious, Madrid's local authorities have spent nearly £5.5m in a three-year study that shows that the Spanish capital remains the noisiest in Europe. The results confirm an OECD study some years back that ranked Spain as the noisiest country in the world, after Japan.

Six acoustic measuring points set up throughout the city registered a noise level of more than 65 decibels for most of the time. This is the safety limit of tolerance set by the World Health Organisation and the EU's "maximum permitted sound level". Main roads roar beyond the city's own 70 decibels limit, and big traffic intersections hit a mighty 80 decibels during the three daily rush hours: from 6.30 a.m. to 10 a.m., 1 p.m. to 5 p.m. and 7 p.m. to 10 p.m.

An angry opposition socialist councillor, Ruth Porta, complained this week: "The conservative city council has spent Pts1.3bn (£5.4m) to measure the noise level we have to endure, but hasn't contributed a single peseta to reducing it". Eighty per cent of the noise pollution is caused by traffic – car horns, engines and motorcycle exhausts – and the rest from industry, bars and shopping areas.

The authorities insist that noise levels are no worse than 20 years ago, despite a 30 per cent increase in traffic. "In southern cities like ours, we have more street life, there is more activity, and you notice it," explains the head of noise control at the City Hall, Placido Perera.

Stress, insomnia, aggression and lack of concentration are the main effects, but according to Mr Perera, "city noise does not cause permanent damage".

The best way of quietening the row, the authorities admit, is for people to use public transport rather than the private car, but nobody seriously expects that to happen. The Socialists propose roundabouts instead of traffic lights, more acoustic screens – the last one was put up in 1991 – and repaying streets with a more porous asphalt that absorbs moisture and reduces noise.

So what will the city do? Set up more measuring stations, for a start: there will be 25 throughout Madrid by September. From next week they will start measuring the noise produced by heavy lorries and building works.

The problem is that most people don't find noise a problem. Spaniards – whose own language was described by the writer Laurie Lee as "the dry throaty rattle of pebbles being rolled down a gully" – are mostly self-assertive and sociable and used since childhood to raising their voices to make themselves heard. You find gentle speakers outside Madrid, but few in the capital.

Awoken on a Sunday morning by a monotonous shouting down a megaphone, I looked from my terrace to see two men selling bouquets of roses off the back of a truck, inflicting a horrible form of noise pollution upon a quiet residential street. But it seemed to be effective: a woman not only bought two bunches, she broke off a bloom and pinned it behind her car.

(adapted from "Loud And Proud in the Noise Capital of Europe" by Elizabeth Nash, *The Independent*, Sunday, 7 June 1999)

1. Finding out that Madrid is the noisiest capital of Europe has ______
   A. come as a surprise.
   B. been a long process.
   C. contradicted the results of an OECD study about Spain.
   D. changed the ranking of Japan as the noisiest country.

2. Madrid's local safety limit of noise level suggests that ______
   A. there must be more tolerance of noise in the city than in other parts of Europe.
   B. the city's authorities should pay more attention to the EU's official regulations,
   C. it's no use trying to set down the regulations nobody follows,
   D. it must be very difficult to control the noise during the city's rush hours.

3. Which sentence best summarizes what paragraph 3 is about?
   A. The authorities have failed to notice Madrid's problem.
   B. Solving Madrid's problem has cost too much.
   C. Madrid's problem has been studied but not solved.
   D. The city's real problem is a conflict between politicians,

4. According to Madrid's authorities, ______
   A. noise in the city has recently risen by 30 per cent.
   B. typical Madrid street life makes noise more noticeable.
   C. stress and aggression are worse than the effects of noise.
   D. city noise will be under control very soon.

5. The most effective method of stopping the noise pollution would be ______
   A. unacceptable to most people.
   B. contrary to the Socialists” suggestions.
   C. technically difficult to introduce.
   D. based on new traffic regulations.

6. Laurie Lee's description of Spanish is mentioned in the text in order to ______
   A. prove that it is a difficult language.
   B. emphasize some of the Spaniards” best qualities.
   C. explain why Spaniards can't help being what they are,
   D. suggest what makes Madrid different from other cities of Spain.

7. The form of noise pollution in the last paragraph is described as “effective” because it ______
   A. helped sell the product.
   B. didn't disturb anybody.
   C. made the writer feel good.
   D. was pleasing to the Spanish ear.

GLOSSARY

- **to echo** lặp lại
- **blindingly obvious** rõ ràng đến mức không thể chối cãi được
- **OECD** [Organisation for Economic Co-operation and Development] Tổ Chức Hợp Tác và Phát Triển Kinh Tế
- **to rank** xếp ai vào vị thứ
- **acoustic measuring point** trạm đo độ ồn
- **to register** 1) đăng kí 2) đo được
- **decibel** [đơn vị đo cường độ âm thanh]
- **tolerance** sự chấp nhận được
- **to roar** gầm rú
- **intersection** ngã tư, giao lộ
- **pts [peseta]** đơn vị tiền tệ cũ của Tây
- **roundabout** vòng xoay giao thông
- **acoustic screen** tấm chắn/ vách ngăn cách âm
- **porous** (adj) xốp/ có nhiều lỗ li ti
- **asphalt** nhựa trải đường
- **throaty** (adj) (giọng) khàn khàn
- **rattle** tiếng loảng xoảng, rổn rảng
- **pebble** sỏi, đá cuội
- **gully** rãnh nước, máng, mương
- **self-assertive** (adj) (người) tự tin/ mạnh dạn phát biểu ý kiến
- **sociable** (adj) thích giao du/ thích kết bạn, dễ gần, chan hòa
- **monotonous** (adj) đơn điệu, tẻ nhạt
- **megaphone** loa phóng thanh

Ban Nha
– **insomnia** chứng mất ngủ
– **aggression** tính hung hăng/ hay gây sự
– **to quieten** làm im tiếng/ làm cho dịu đi
– **row** sự om sòm, huyên náo
– **Socialists** người theo đảng Xã Hội
– **terrace** sân thượng, sân hiên
– **bouquet** bó hoa
– **to inflict** gây ra
– **bunch** bó (hoa), chùm (chìa khóa)
– **bloom** bông hoa
– **to pin** ghim chặt, đính vào

46

Most children at the tender age of six or so are full of most impractical scheme for becoming policemen, firemen or train drivers when they grow up. But when I was that age, I could not be bothered with such mundane ambitions. I knew exactly what I wanted to do, I was going to have my own zoo. At the time, this did not seem to me, and still does not seem, a very unreasonable idea. My friends and relatives, who had long found me strange because I showed little interest in anything that did not have fur or feathers, accepted this as just another manifestation of my strangeness. They felt that, if they ignored my often-repeated remarks about owning my own zoo, I would eventually grow out of it.

As the years passed, however, to the bewilderment of those friends and relatives, my resolve to have my own zoo grew greater and greater and eventually, after going on a number of expeditions to bring back animals for other zoos, I felt the time was ripe to acquire my own.

From my latest trip to West Africa, I had brought back a considerable collection of animals which were living, temporarily I assured her, in my sister's suburban garden in Bournemouth. But after a number of unsuccessful attempts to convince local councils in various areas to support my plans, I began to investigate the possibility of starting my zoo on the island of Jersey in the English Channel.

I was given an introduction to a man named Hugh Fraser who, I was told, was a broad-minded, kindly soul. He would show me around the island and point out suitable sites. So, I flew to Jersey and was met by Hugh Fraser who drove us to his family home, probably one of the most beautiful old houses on the island. There was a huge walled garden with lots of outbuildings all built in the beautiful local stone which was the colour of autumn leaves glowing in the sunshine. Turning to my wife, I said: "What a marvellous place for a zoo."

If my host had promptly fainted on the spot, I could not have blamed him. The thought of creating the average person's idea of a zoo, with all the grey cement and iron bars, in such a lovely spot was horrible. To my astonishment, however, Hugh Fraser did not faint, but merely cocked an enquiring eyebrow at me and asked whether I really meant what I said. Slightly embarrassed, I replied that I had meant it, but added hastily that I realised that it was impossible. Hugh said he did not think it was as impossible as all that.

He went on to explain that the house and grounds were too big for him to keep up as a private individual, and so he wanted to move to a smaller place in England. Would I care to consider renting the property for the purpose of establishing my zoo? I could not imagine more attractive surroundings for my purpose, and by the time lunch was over, the bargain had been sealed.

The alarm displayed by all who knew me when this was announced can be imagined. The only exception to the general chorus of disapproval was my sister. Although she thought it a mad scheme, at least it would rid her back garden of the assorted jungle creatures that were beginning to put a great strain on her relationship with her neighbours.

1. The writer's friends and family ______
   A. encouraged him in his childhood ambition.
   B. took no notice of his childhood ambition.
   C. tried to talk him out of his childhood ambition.
   D. tried to interest him in other things.

2. In paragraph 2 the word "bewilderment" means that the writer's friends and relatives ______
   A. were pleasantly surprised by him.
   B. became increasingly angry with him.
   C. were shown to be right about his ideas.
   D. didn't really understand his ambitions.

3. The writer didn't start a zoo in England because ______
   A. nobody wanted to help him.
   B. he had too many animals.
   C. his sister was against it.
   D. he couldn't get permission.

4. The writer was introduced to Hugh Fraser because ______
   A. Hugh knew a lot about zoos.
   B. Hugh owned a number of houses.
   C. Hugh knew the island very well.
   D. Hugh had offered land for rent.

5. When the writer made a comment about the walled garden, Hugh ______
   A. was horrified at the prospect.
   B. was surprised by the suggestion.
   C. was too embarrassed to reply.
   D. was interested in the idea.

6. The writer particularly liked the place he chose for the zoo because of its ______
   A. size. B. price. C. setting. D. facilities.

7. When the writer's sister learned about the establishment of the zoo in Jersey, she felt ______ .
   A. alarmed B. relieved C. supportive D. disappointed

GLOSSARY

- **tender** (adj) (tuổi) còn non nớt, măng non
- **mundane** (adj) tầm thường
- **feather** lông vũ
- **manifestation** sự biểu lộ, biểu thị
- **to grow out of sth** (rốt cuộc sẽ) từ bỏ cái gì, sẽ quên cái gì đi
- **bewilderment** sự hoang mang, bối rối
- **resolve** sự quyết tâm
- **to acquire** kiếm được
- **temporarily** (adj) tạm thời
- **suburban** (adj) ở ngoại ô
- **broad-minded** (adj) có đầu óc phóng khoáng
- **soul** 1) linh hồn 2) kẻ, người
- **walled garden** vườn có tường bao quanh
- **outbuilding** nhà phụ (xây tách rời nhà chính)
- **to glow** sáng đỏ lên
- **promptly** (adv) ngay lập tức
- **to faint** ngất xỉu, bất tỉnh
- **iron bars** các chấn song sắt
- **horrible** (adj) kinh khủng, khủng khiếp
- **to cock an enquiring eyebrow** nhướng mày tỏ ra thắc mắc
- **hastily** (adv) một cách vội vã, hấp tấp
- **grounds** khu đất quanh nhà
- **to seal a bargain** đi đến một thỏa thuận
- **chorus** đồng thanh, cùng nhau nói
- **disapproval** sự không tán thành, không bằng lòng
- **to rid sth of sth** giải thoát cho cái gì khỏi cái gì
- **assorted** (adj) đủ mọi loại khác nhau
- **jungle creatures** thú rừng
- **strain** sự căng thẳng

47

The middle-aged woman's voice on the other end of the phone was icily imperious: "Oliver, come and speak to this lady, now, she's from clearing."

Judging by Oliver's rather slow response, it was apparent he was reluctant to discuss his plans for further education, in the light of his disappointing A-level results. But when he finally made it to the receiver, he was met with the soothing, tones of a clearing centre adviser.

At universities across the country, similar scenes were played out from the moment clearing lines were opened, in some cases as early as 8.30 am.

Candidates who missed their target results by a grade or two desperately dialled their admissions tutors to discover if they would still be accepted. Those who did much worse than expected, turned to clearing, the system through which temporarily unplaced students apply for spare places on degree courses.

"I'm here to help by matchmaking students with courses," said Ryan Saunders, 29, a paid volunteer at Kingston University. "I've just had a bloke who skipped lots of his exams and wanted to get on a business course, for which he needed 180 points, but he only had 60. Certainly he wasn't accepted by us. He was quite a persuasive talker. I personally think he's got a great career in sales."

Figures show that there was a rise of more than 16,000 people from 2002. Almost one student in 11 found a place on a degree course through clearing.

Universities are typically at pains to stress that students should take time before making major decisions. They claim they are careful of awarding places to applicants who have hitherto shown no interest in a subject. Their advice to anyone who hasn't got into their first choice university is to ring around and see what's available elsewhere rather than simply taking the first course they're offered. It's better to make a considered decision than end up on the wrong course in the wrong place.

All the same, nationwide, there was a mood similar to the opening day of a budget airline internet sale. Anyone who lost their nerve and hesitated ran the risk that the place would be snapped up when they called back later.

At Greenwich University some professional training courses were filled within hours. Nursing, midwifery and education proved popular, followed by newly introduced courses in criminology and forensic science.

With hundreds of clearing places available, the university had 100 phone lines open but was still swamped by the flood of calls just after 10 am, the time when many students received their results.

The overall quality of the students calling up is better than in previous years. Back at Kingston University admissions tutor for geological sciences was confident the majority of his 15 places would be filled through clearing.

"As far as we're concerned, once an applicant is accepted by us it doesn't matter whether they've come through clearing or not," he said. "It often has a positive effect. Some students suddenly realize they need to work harder than they have done in the past."

1. The purpose of clearing is to provide school leavers with ______ .
   A. work place
   B. mobile phones
   C. university degree
   D. training courses

2. Who turns to clearing system?
   A. Those whose results lack a grade or two.
   B. Those who do much worse than they should have.
   C. Admissions tutors
   D. Internet users

3. Universities want students to ______
   A. choose the university
   B. take only professional courses
   C. think carefully before choosing the course
   D. hurry in order not to lose the place

4. Clearing system ______
   A. provides only professional courses.
   B. provides cheap air tickets.
   C. suffers lack of good students applying.
   D. invites students with perfect A-level results.

5. More people call the Clearing system ______
   A. after 10 am.
   B. from 8.30am.
   C. on the opening day of the sale.
   D. when they make their decision.

6. One of the candidates called clearing because ______
   A. he wanted to upgrade his results.
   B. he was a good sales representative.
   C. he wanted to apply for a course.
   D. he was very assertive.

7. Clearing provides candidates with degree courses at ______
   A. Kingston University.
   B. Universities across the country.
   C. 15 places.
   D. Greenwich University.

GLOSSARY

- **icily** (adv) có vẻ lạnh lùng
- **imperious** (adj) ra vẻ cấp trên, kẻ cả, hống hách
- **clearing centre adviser** nhân viên tư vấn thuộc trung tâm xét tuyển nguyện vọng 2
- **soothing** (adj) có vẻ an ủi, dỗ dành
- **sympathetic** (adj) có vẻ cảm thông
- **clearing line** đường dây điện thoại của trung tâm xét tuyển nguyện vọng 2
- **target results** số điểm tối thiểu để đỗ vào đại học
- **bloke** cái anh chàng, cái gã, cái cậu
- **to skip** bỏ qua
- **persuasive** (adj) có tính thuyết phu
- **sales** hoạt động bán hàng
- **to be at pains to do sth** nỗ lực tố để làm gì
- **to stress** nhấn mạnh
- **hitherto** (adv) cho đến nay
- **budget airline internet sale** bán máy bay hạ giá trên mạng
- **to lose one's nerve** mất hết can
- **to snap sth up** vồ, chụp lấy cái gì

– **desperately** (adv) một cách tuyệt vọng
– **admissions tutor** nhân viên tư vấn tuyển sinh
– **temporarily** (adv) một cách tạm thời
– **unplaced** (adj) không trúng tuyển
– **degree courses** các khóa học đưa đến bằng cử nhân
– **to matchmake sth with sth** ghép cái gì cho hợp với cái gì
– **midwifery** khoa hộ sinh
– **criminology** khoa tội phạm học
– **forensic science** khoa học điều tra hình sự
– **to swamp** làm tràn ngập
– **geological** (adj) thuộc địa chất học

48

It started with shepherd's pie 30 years ago and now ready-made meals have transformed the nation's eating habits. Britons spent £1.9 billion on ready-made meals last year, twice as much as the French and Germans, four times as much as the Italians and six times as much as the Spanish. Nearly one in three British adults eats a ready-made meal more than once a week. Demand for instant meals increased by 29 per cent between 1998 and 2002 across Europe as a whole but in Britain it increased by 44 per cent.

Britain became the European capital of ready-made meals, second only in the world to America. Some claim that the reason for it is an excuse "Can't cook, won't cook". However, others consider it to be a case of culture. Regular cooking has disappeared first in the US and then in Britain. In France, Germany, Spain, Italy, there is still a tradition of going home to a cooked meal.

Convenience is definitely part of the attraction. A recent survey found that 77 per cent of buyers said they only bought ready meals when they did not have time to cook.

Dr Susan Jebb, head of nutrition at the Medical Research Council, said: "People in the UK work the longest hours, we are very time-poor, and we don't have a strong cultural history of cooking."

The ready-made meal boom also reflects changing social trends in Britain. More people live alone and so are less likely to cook. And with families eating apart more often, ready-meals allow people to eat what they want when they want. Besides, people are becoming much more demanding as there's pressure on time.

But ready meals also reflect changing tastes in food. Britain's multiculturalism has brought a wider range of restaurants than other European countries, and ethnic cuisines, which people are often scared of cooking, are far more popular. One quarter of chilled meals are Indian, and nearly one in five is Chinese. Traditional British food accounts for only 18 per cent of sales.

"We've always had more Chinese and Indian takeaways and more ethnic restaurants," says a consultant nutritionist.

Supermarkets have responded by offering a wider range. "As increasing numbers of British people travel to the Far East and regularly eat out at oriental restaurants, customers are now looking for authentic Eastern foods they can enjoy at home."

The quality of ready-made meals has become better since the 1970s. However, Dr Jebb says: "Ready-made meals tend to be higher in fat, sugar and salt than the meals we would cook ourselves at home. Fat is cheap and it adds flavour. Most of the salt we eat is added by manufacturers – people like it." But it is not necessarily bad. People can choose healthy options, or have ready-made salads. There is a whole generation that has been brought up with ready meals. They haven't grown up with cooking, they have neither the ability nor the desire to cook and that is alarming.

If we cook, we are interested in life. For many of us, cooking is a way of keeping some control over our own health and happiness. There is no way to guarantee a long and healthy life, but there are three ways to make it possible. The first is to drink a lot of water, the second is to walk a lot and the third is to cook.

1. According to the article, British people ______
   A. Buy less than 30 years ago
   B. Buy less than other Europeans
   C. Buy the same as the French and Germans
   D. Buy more ready-made meals than other Europeans

2. The reason for buying ready-meals is ______ .
   A. The US influence B. Lack of time
   C. Laziness D. Tradition

3. According to the article, the reason for changing tastes in food is ______
   A. Ethnic diversity in Britain
   B. Lack of cultural history of cooking
   C. The influence of the supermarkets
   D. Eating out

4. The most popular ready-made meal is ______ .
   A. . Ethnic food B. Indian food C. British food D. Chinese food

5. Ready-made meals are ______ .
   A. of poor quality B. as good as home-made
   C. bad for people D. varied

6. The growing popularity of ready meals ______
   A. makes food cheaper B. is a natural process
   C. leads to a longer life D. spoilt a whole generation

7. The advice given in the article is ______
   A. to eat ready-made salads
   B. to start cooking
   C. to be healthy and happy
   D. to follow three rules to have a long and healthy life

GLOSSARY

- **shepherd's pie** món thịt băm nấu với khoai tây hầm
- **boom** sự phát triển rầm rộ, sự bùng nổ, sự thịnh hành
- **multi-culturalism** tính chất đa văn hóa
- **ethnic** (adj) thuộc cộng đồng nhập cư/ nhóm thiểu số
- **cuisine** phép nấu nướng
- **chilled meal** bữa ăn nguội
- **takeaway** suất ăn mua mang về
- **consultant nutritionist** nhà tư vấn về dinh dưỡng
- **oriental** (adj) thuộc phương đông
- **authentic** (adj) thật (trái với giả mạo)
- **alarming** (adj) đáng báo động

49

My friendship with Kathy wasn't a perfect friendship. I learned very soon in our relationship that Kathy was jealous. We would have great fun going out shopping but if I bought, say, a dress for a party and she thought my dress was better than hers, she would start to say slightly unkind things about it. She would be keen to come out with me to buy the dress. She would give me a lot of helpful advice while I was trying on the various dresses in the shops. Her advice would be good. She would even tell the shop assistant if she thought the price was too high. I can remember one occasion when she said this and, to my surprise, they knocked the price down so that I could afford to buy it. The trouble would come later. When we were actually going to the party and we were both dressed up and she was looking marvellous (for she was very beautiful) she would suddenly say, "I think, Sarah, we were both wrong about that dress. It looks a bit cheap, doesn't it!"

Once or twice I "dropped" Kathy. I told her I was too busy to see her. Or I told her I had to see another friend. All these lies hurt me because I had no other friend and I was so lonely. But they never hurt her. She just smiled sweetly and said she'd see me next week. And of course, within a week or so, I'd be on the phone asking her to come out. She never minded this. She never sulked at me and pretended that she was too busy.

Students always celebrated the end of the college year with a fancy-dress ball. It was a big event. But as luck would have it, Kathy and I had made another arrangement for the day of the ball. We had booked to go to the theatre. We had talked for ages of going, and at last we had our tickets. For us it was a big event. It was a musical and our favourite singer star was in it, so our hearts were set on the theatre.

Then Kathy came round to see me. Mother was in at the time, and I had to speak to her on the doorstep because Mum had just been having a go at me for seeing too much of Kathy.

"I don't want that girl coming in this house and nosing around." So I told Kathy I couldn't invite her in because my Mum had a bad headache.

Kathy didn't mind. She smiled and said she was sorry about my mother's bad head. I was sure she knew what had really happened.

But she carried on smiling, and then she said: "I'm sorry, but I can't come to the theatre with you after all. My brother's come home and he wants to take me to the fancy-dress ball at the college. I can't let him down." I couldn't believe that she would let me down. She knew how much I had looked forward to the theatre trip. We had talked about it together for months.

I was almost in tears by the time I had said goodbye to her and closed the door. My Mum was kind and understanding. She made me promise I would never see Kathy again. I agreed, and felt that was the least I could do by way of revenge for my disappointment. I told myself that I would never so much as talk to Kathy if I saw her. Our relationship was at an end. I would never forget what she had done to me.

1. When Sarah says that Kathy was jealous she implies that Kathy didn't like it when Sarah ______
   A. had fun going out
   B. managed to buy the dress cheaply.
   C. wore expensive clothes.
   D. wore clothes smarter than her own.

2. When Sarah was buying a dress in a shop Kathy would ______
   A. start to say slightly unkind things about it.
   B. do her best to ensure that Sarah made the best buy.
   C. insist that Sarah should buy a cheap dress.
   D. be keen to buy a marvellous dress for herself.

3. When Sarah tried to "drop" her, Kathy ______ .
   A. pretended to be busy
   B. went to see another friend
   C. felt hurt and lonely
   D. always took it easy

4. "But as luck would have it" in paragraph 3 means Kathy and Sarah ______
   A. had the luck to get the tickets for the musical.
   B. were happy to have made arrangements for the ball.
   C. were looking forward to hearing their favourite singer.
   D. had by chance two events on the same day.

5. Sarah couldn't invite Kathy to come in because ______
   A. their house was in a mess.
   B. her mother was suffering from a bad headache.
   C. her mother disapproved of her daughter's friend.
   D. Kathy had come to their house to nose around.

6. Kathy said she didn't mind speaking to Sarah on the doorstep because she ______
   A. didn't want to make Sarah feel uncomfortable.
   B. believed that Sarah's Mum had a headache.
   C. did not want anyone to overhear them talking.
   D. was in a hurry to see her brother.

7. Sarah decided not to see Kathy again because ______
   A. her mother forbade her.
   B. she couldn't forgive Kathy.
   C. her mother was disappointed.
   D. she wanted to revenge for her mother.

GLOSSARY

- **jealous** (adj) ganh tị, ghen tuông
- **to be dressed up** ăn mặc đẹp chưng diện
- **to sulk at sb** hờn dỗi ai
- **fancy-dress ball** vũ hội hóa trang
- **as luck would have it** tình cờ là ..., run rủi là ...
- **musical** vở nhạc kịch
- **one's heart is set on sth** khao khát, trông chờ cái gì
- **doorstep** bậc thềm
- **to have a go at sb** la mắng ai
- **to let sb down** làm ai thất vọng, phụ lòng ai
- **by way of sth** như là để làm gì
- **revenge** sự trả thù

50

The London Marathon celebrates its 23rd birthday. That is 23 years of stresses and strains, blisters and sore bits, and incredible tales. Somehow, yours truly has managed to run four of them. And I have medals to prove it. It seemed like a good idea at the time. I watched the inaugural London Marathon on March 29th 1981. It seemed extraordinary that normal people would want to run 26 miles and 385 yards. And, it must be said, they looked strange and not quite steady at the end of it all. There are, indeed, terrible tales of people losing consciousness by the time they reach that glorious finishing line. But I was captivated. I knew I had to do it.

Three years later I was living in London, not far from Greenwich where the event begins, and it seemed the perfect opportunity to give it a go. I was only a short train ride from the starting line, but more than 26 miles from the finish. "Who cares?" I thought. By the end I did. The moment I crossed that finishing line, and had that medal placed around my neck, was one of the finest in my life. The sense of achievement was immense. It was a mad thing to do, and ultimately pointless. But knowing that I'd run a Marathon – that most historic of all distant races – felt incredible.

London provides one of the easiest of all the officially sanctioned marathons because most of it is flat. Yes, there are the cobblestones while running through the Tower of London, and there are the quiet patches where crowds are thin and you are crying out for some encouragement – those things matter to the alleged "fun" runners like myself, the serious runners don't think of such things.

This year London will attract unprecedented number of athletes, a lot of title holders among them. It is set to witness what is probably the greatest field ever for a marathon. In the men's race, for example, among numerous applicants there's the holder of the world's best time, Khalid Khannouchi of the USA; the defending champion El Mouriz of Morocco; Ethiopia's Olympic bronze-medallist Tesfaye Tola. And, making his marathon debut, is one of the finest long distance runners of all time Haile Gebrselassie.

Since 1981, almost half a million people have completed the London Marathon, raising more than $125 million for charity. For the majority of the runners, this is what it is all about. It is for charity, for fun, for self-development. It is a wonderful day. I have run it with poor training, with proper training. And I have always loved it. It's crazy, and it's one of the greatest things I've ever done. If you want to feel as though you've achieved something, run a marathon.

1. Participation in the London Marathon resulted for the author in ______

   A. stresses and strains.
   B. blisters and sore bits.
   C. memorable medals.
   D. incredible tales.

2. When the author watched the end of the first marathon he saw people who were ______

   A. extraordinarily steady.
   B. feeling weak and exhausted.
   C. losing consciousness.
   D. having a glorious time.

3. The reason for the author's participation in the marathon was the fact that he ______

   A. was fascinated by it.
   B. lived not far from its finishing line.
   C. wanted to receive a medal.
   D. wanted to do something incredible.

4. "By the end I did" means that the author ______
   A. found the distance suitable.
   B. found the distance challenging.
   C. decided to take part in the marathon.
   D. eventually took a train to the finish.

5. According to the author, the London Marathon is one of the easiest because ______
   A. it goes through the Tower of London.
   B. there are quiet patches without crowds.
   C. many "fun" runners participate in it.
   D. its course does not slope up or down.

6. "... the greatest field ever for a marathon" means that the marathon ______
   A. will take place on a big field.
   B. is to be run by the famous runners only.
   C. will be witnessed by more people.
   D. will welcome a huge number of sportsmen.

7. According to the author, one should run the London Marathon to ______.
   A. raise money for charity
   B. get some training
   C. feel self-fulfillment
   D. have fun in a crazy way

GLOSSARY

- **stresses and strains** sự căng thẳng thần kinh và thể chất
- **blister** chỗ phồng rộp trên da
- **sore bits** những chỗ đau nhức
- **yours truly** [lối xưng hô khôi hài] (như) tôi đây, riêng mỗ đây, tại hạ
- **inaugural** (adj) mở màn, khánh thành, khai trương
- **to give sth a go** gắng làm thử cái gì
- **steady** (adj) vững vàng, không nghiêng ngả
- **to lose consciousness** bất tỉnh, ngất xỉu
- **glorious** (adj) vinh quang, vẻ vang
- **captivated** (adj) mê mẩn, say đắm
- **starting line** vạch xuất phát
- **Who cares?** Mặc kệ/ Sá gì/ Chuyện nhỏ/ Ai thèm quan tâm đã chứ?
- **ultimately** (adv) rốt cuộc, cuối cùng
- **pointless** (adj) vô ích
- **to be officially sanctioned** được chính thức phê chuẩn/ chấp thuận
- **cobblestone** sỏi/đá cuội trải trên mặt đường
- **patch** một mảng, một đám
- **to cry out for sth** rất cần đến, rất khao khát cái gì
- **alleged** (adj) được cho là, theo như người ta nghĩ thì là
- **unprecedented** (adj) trước đây chưa từng có
- **title holder** người đang giữ danh hiệu (vô địch, ...)
- **It is set to do sth** Chắc chắn/ Nhất định sẽ làm gì
- **to witness** chứng kiến
- **defending champion** người đang thi đấu bảo vệ chức vô địch
- **bronze-medallist** người giữ huy chương đồng
- **debut** sự ra mắt lần đầu (của diễn viên hoặc vận động viên)
- **charity** hoạt động/ quỹ từ thiện
- **self-development** sự tiến bộ bản thân
- **crazy** (adj) điên khùng
- **to slope up or down** dốc lên hoặc dốc xuống

51

INDIANA UNIVERSITY

Intensive English Program

The University Indiana University was founded in 1820 and is one of the oldest and largest state-sponsored universities in the United States. It is internationally known for the excellence and variety of its programs. The University has over 100 academic departments and a full-time faculty of over 1,500, including members of many academic societies.

It is located in Bloomington, the cultural and recreational center of southern Indiana in the mid-western US. Bloomington, a dynamic, safe and culturally-sophisticated town, has a population of 65,000 (not including university students). It is surrounded by hills, green woodlands and lovely lakes that make this area famous for vacationing.

IEP

The goal of the Indiana University Intensive English Program (IEP) is to increase the English language skills of non-native English speakers to the level needed for study at a college or university in the United States. We encourage students to reach this goal as quickly as possible. Teachers in the IEP are qualified to teach English as a second language and have taught in the United States and abroad.

Requirements for Admission

All students admitted to the program must have earned a high school diploma and must show that they or their sponsors are able to pay for their living expenses and tuition while in the United States. Our application materials will tell you how much money is needed for each session.

Curriculum

There are seven levels in the IEP. All levels meet for 20-24 classroom hours each week. Levels One through Five use audio-visual materials, as well as campus computer and language laboratory resources. These levels concentrate on listening, speaking, writing, and grammar.

Level Six is a high intermediate academic reading and writing class, which focuses mainly on writing. After completing Level Six, most students are ready to begin academic work at a college or university. However, some additional English may be recommended to help them adjust to their new environment. In Level Seven students focus on written analysis of authentic texts. This gives them a clear idea of the kind of work which is required by American universities. At levels Six and Seven, students also select from a variety of courses in advanced grammar, advanced pronunciation, business, computer skills, communication, film, literature, test preparation and the World Wide Web to meet their particular needs and interests.

College and University Placement

Graduates of the Center for English Language Training have gone on to pursue careers in such areas as physics, art, music, chemistry, business, education, and even teaching English as a foreign language. We offer careers guidance to qualified students who want to apply either to Indiana University or to other colleges or universities in the United States. Admission, however, to the Intensive English Program does not guarantee admission to specific academic programs at Indiana University.

Housing

There is a wide variety of housing available in Bloomington for both married and single students: on-campus housing is arranged through the IU Halls of Residence. After receiving your application form, we will send you a campus housing application. Campus apartments are all within walking distance of classes and are on the University bus routes. Many off-campus apartments are located near campus or near city bus routes. Off-campus housing is best arranged after your arrival in Bloomington, but you can begin your search by browsing the electronic classified ads in the Bloomington Herald Times.

Extracurricular Activities

Bloomington and Indiana University offer a large variety of recreational activities and social events. To begin with, soccer, swimming, boating, tennis, racquetball, skiing, and many other forms of exercise and relaxation are readily available. The internationally-known Indiana University School of Music presents operas, concerts and ballets on a regular basis. Concerts on campus range from symphony orchestras to the latest popular music groups. There are also theater presentations which include Broadway musicals and individual performances by famous artists from around the world. We have also combined education and enjoyment with trips to nearby zoos, museums and nature centers. At Indiana University there is never a night without some form of entertainment!

1. What is said about Indiana University?
   A. It is the oldest university in the US.
   B. It is the largest university in the mid-western US.
   C. It has more than 65,000 students.
   D. It is situated in a beautiful spot.

2. Apparently, in order to get on-campus accommodation ______
   A. students must fill out a campus housing application form.
   B. students must be married.
   C. students should come to Bloomington first.
   D. students must share a room with other students.

3. Students interested in finding off-campus accommodation ______
   A. can start looking in newspapers.
   B. can start looking for apartments on the Internet.
   C. can contact the IU Halls of Residence.
   D. must arrive in the US first.

4. According to the passage, students staying on campus ______
   A. can also take the bus to class.
   B. can only walk to class.
   C. needn't go through the IU Halls of Residence.
   D. have better rooms than those staying off campus.

5. What does the writer say about the university's teaching staff?
   A. They are non-native English speakers.
   B. They have only taught in non-English speaking countries.
   C. They encourage non-native English speakers to attend the program.
   D. They help students improve their English.

6. What is true about Indiana University?
   A. It is located in mid-western Bloomington.
   B. Campus concerts cater for different musical tastes.
   C. Extra-curricular activities are rather limited.
   D. It is attended by foreigners only.

7. Apparently, the IEP is meant for somebody who ______
   A. speaks English fluently.
   B. is already studying at an American university.
   C. comes from a non-English speaking country.
   D. plans to live in the US permanently.

8. In Level Seven, students ______
   A. take a writing course.
   B. can choose from a number of courses offered.
   C. learn how American universities are organized.
   D. have more hours per week than in Level Six.

9. According to the passage, after completing the IEP ______
   A. students get a degree in English.
   B. students have successful careers.
   C. students have the necessary background to attend a university/college in the US.
   D. students can begin working for a university.

10. Students on the IEP ______
   A. have to study at least 24 hours per week.
   B. have access to lots of entertainment.
   C. move on to do a course at Indiana University.
   D. usually stay up late at night.

11. To be admitted to the IEP, students ______
    A. must be sponsored by someone.
    B. must have attended an American high school.
    C. must have completed their secondary education.
    D. must first pay all their living expenses.

12. Which of the following does the Center for English Language Training offer to its students?
    A. A daily edition of "The Bloomington Herald Times".
    B. Free bus passes.
    C. Trips to New York to watch Broadway musicals.
    D. Careers advice.

13. Courses in computer skills and the World Wide Web are available

______
    A. for students at all levels.
    B. only for beginners.
    C. only for students at the last two levels.
    D. only for students who live on-campus.

14. Information on living expenses and tuition fees ______
    A. is available to students on application.
    B. is available on the Internet.
    C. is available only to qualified students.
    D. is available to students after they arrive in Indiana.

GLOSSARY

- **state-sponsored** (adj) được nhà nước tài trợ
- **academic departments** các khoa đào tạo
- **faculty** ban giảng huấn khoa
- **dynamic** (adj) năng động
- **culturally-sophisticated** (adj) có trình độ văn hóa cao
- **tuition** học phí
- **session** phiên (họp), đợt (học)
- **curriculum** chương trình học
- **audio-visual materials** các tài liệu nghe nhìn
- **analysis** sự phân tích
- **college and university placement** sự được bố trí theo học tại cao đẳng và đại học
- **careers guidance** sự tư vấn nghề nghiệp
- **Halls of Residence** Kí Túc Xá
- **off-campus apartment** căn hộ nằm ngoài khu đại học
- **extracurricular activities** các hoạt động ngoại khóa
- **recreational** (adj) có tính cách vui chơi giải trí
- **racquetball** môn bóng quần (dùng vợt đánh bóng vào tường)
- **bus pass** vé đi xe buýt

52

My parents always said I was born to be a sportsman. They said that even when I was in nappies, I wasn't happy unless I was kicking or throwing a ball. My first memory is of Dad and me playing football in our back garden. I recall my mum sitting down on the grass under the summer sun cheering me on as I clumsily kicked a football into the goal net my dad was "defending". The sense of achievement when I scored my first goal stuck with me, and my life has revolved around football ever since.

As I grew up, I dreamed of becoming a football player. During class, I tried to stay focused on my studies; I knew that few people became professional sportsmen and it was crucial to get a good education. But I devoted every spare second to my passion. At break times, I could be found in the playground practising ball skills, and almost as soon as the bell rang at the end of the school day, I was playing five-a-side games at the local playing fields. I knew that if I wanted to become a success, I would have to put all my energy into the game.

My big break came when I was 18. Leicester City FC offered me a place in the squad. It was there that I learned the true value of teamwork. I played with a fantastic group of guys there and we worked toward one common goal – to win! I learned that every person has their own individual talents, and a great team brings these talents together.

We enjoyed great success at Leicester, and I was lucky enough to become one of the UK's top scorers! I was transferred to Everton and, while I was sad to leave my fellow team-mates, I was excited about working with new people and making new friends. My time at Everton was an outstanding experience. While I was there, I scored 38 goals in 52 games. It wasn't long until I was on a new journey, this time across the sea to Spain to play for FC Barcelona. I was nervous at first, but it turned out that there was no reason to panic.

I felt great pride when I stepped into the stadium and onto the pitch in Barcelona. Many footballers dream of playing for such **a glorious team**! It was a wonderful time for me. Not only did we beat our arch-rivals, Real Madrid, but we also fought our way through to the UEFA finals where we defeated Sampdoria and became European Champions.

As you can imagine, the proudest I felt was when I played for my country, England, in the World Cup. The tournament raises the level of competitiveness for every player. Not only do you have to be mentally prepared, but you have to be at the peak of physical fitness – so, as you can imagine, it didn't help that I had to play the tournament with my left arm heavily strapped up! But I was determined not to let one injury stop me and played anyway! Because we were a strong team, we got to the quarter finals, and I scored six goals during the entire competition and won the "Golden Boot" award!

Football has taken me around the world, from England to Spain to Japan! I have become fluent in two other languages and have experienced other cultures. Since returning, I have worked as a sports commentator and as a writer. I've even done some TV advertisements, but I'm not quite an Oscar winner! I've become quite the all-round sportsman – I've even played for Leicester Cricket Club. My career provided me with many happy memories that I wouldn't change for the world. Plus, I've played many fun games of footy!

1. What is the writer's first memory?
   A. throwing a ball with his father
   B. running around his garden in his nappy
   C. scoring his first goal
   D. sitting in the garden with his mother

2. What was the writer's attitude towards his education?
   A. He believed it was important to get a good education.
   B. He didn't like concentrating on his studies.
   C. He would rather have practised his ball skills.
   D. He wanted to put all his energy into the game.

3. What did the writer learn at Leicester City FC?
   A. that the only thing that matters is to win
   B. the importance of working as part of a team
   C. how to show people his individual talents
   D. that it was his big break in football

4. How did the writer feel about has time at Everton?
   A. He was sad there and missed his old team-mates.
   B. He always felt nervous when he was playing.
   C. He found it to be a wonderful experience.
   D. He would have preferred to play for Barcelona.

5. In lines 2-3 of paragraph 5, the writer refers to a "glorious team". Who is he referring to?
   A. Real Madrid B. Barcelona C. Sampdoria D. England

6. What two things are required of a World Cup player?
   A. competitiveness and physical fitness
   B. determination and physical fitness
   C. determination and mental fitness
   D. physical and mental fitness

7. What impression do we get of the writer's attitude towards his acting skills?
   A. He thinks he is good enough to win an Oscar.
   B. He doesn't think he is very good at acting.
   C. He expects them to improve.
   D. He thinks he might win an Oscar.

8. How does the writer seem to by the end of the text?
   A. He has some regrets, but he is mainly happy.
   B. He is very happy that he can speak two other languages fluently.
   C. He is happy he can play more cricket and try new things.
   D. He believes that he has had many great experiences in his life and has no regrets.

GLOSSARY

– **nappy** tã lót trẻ em
– **to cheer sb on** reo hò cổ vũ ai
– **clumsily** (adv) một cách vụng về
– **to stick with sb** cứ mãi ở bên ai
– **to revolve around** xoay quanh cái gì
– **focused on sth** (adj) tập trung tâm trí vào cái gì
– **crucial** (adj) quan trọng, hệ trọng
– **passion** niềm đam mê
– **break time** quãng nghỉ giải lao, giờ ra chơi
– **ball skills** các kĩ năng điều khiển trái bóng
– **five-a-side game** môn bóng gồm mỗi đội năm người
– **big break** dịp may, cơ hội lớn
– **squad** đội bóng
– **scorer** cầu thủ giỏi ghi bàn
– **to panic** hoảng loạn, hoảng hốt
– **pitch** sân bóng đá
– **archrival** đối thủ không đội trời chung
– **peak** đỉnh cao
– **physical fitness** thể lực, phong độ
– **strapped up** (adj) (cánh tay bị thương) được treo bằng dây
– **quarter final** trận tứ kết
– **sports commentator** bình luận viên thể thao
– **footy** [ngôn ngữ bình dân = football] bóng đá

53 FINDING A HEALTHY BALANCE

As a growing boy, I don't think anyone would have called me health-conscious. I was typical of my peer group – the odd fizzy drink, trips to meet friends at the local fast food restaurant. However, I was lucky to have a mother who made sure I ate well. She enjoyed cooking and all our meals were varied and delicious!

At the age of eighteen, I moved to a university far from home and suddenly had to look after myself. I really missed my mum's home-cooked meals. She had sent me away armed with recipes, but I never wanted to cook when I got back to the flat, after a hard day of lectures. For this reason, it wasn't long before my friends and I discovered our local hamburger bar, just two roads from our home. It was so easy to get our dinner there and, compared to our few attempts in the kitchen, the food tasted great. Visiting on the way back from classes became a regular habit.

After a couple of months, I started to notice some changes in myself; I was getting acne and my clothes were getting tight and uncomfortable. I was also very lethargic and friends complained that I would get irritable, often for no good reason. At first, I didn't pay too much attention to it all, I wasn't surprised that the stress of university was taking its toll. However, over the weeks that followed, I was getting colds and headaches on a regular basis. My health seemed to be deteriorating, but everyone else appeared to be coping. I started to question if I was cut out for university.

I decided to listen to friends' suggestions to visit a doctor. I went along and, after a five-minute discussion of my unhealthy eating habits, she referred me to a nutritionist. I have to admit I was a little sceptical; I could accept that my acne and weight gain might result from the foods I ate, but the moods, headaches, colds – surely diet couldn't cause these too?

Nonetheless, I made the appointment and soon found I had underestimated the importance of diet. I was told that the food I ate was high in fat but low in goodness. The lack of fruit, vegetables, and other food groups in my diet wasn't balancing this out and my body was struggling to keep up with the demands I was putting on it. She explained that if I continued to eat so unhealthily, I would be at risk of obesity and diabetes. Apparently, obesity was now an epidemic in America, and England was following suit. Fast food seemed to be a serious health hazard.

Some simple blood tests revealed that I had an iron deficiency, so to combat this and my generally rundown system, the nutritionist made me a personalised plan of nutritious meals to prepare and listed the vitamins I needed to supplement my diet with. She was very stern when giving me the advice. She told me not to expect it to be easy, since it is now believed that the body becomes addicted to a junk food diet. I'd never heard this claim before and was completely taken aback. There was a lot to do to get back on track.

After four weeks, I could really see a difference. The headaches and colds had completely disappeared and the acne and weight gain were well on the way to being rectified. A few relieved friends were also pleased to have their happy flat mate back! It took time to learn about food and prepare decent meals. But it soon became a habit, just like my unhealthy lifestyle had. My energy levels were really high and maintaining my grades was no longer a massive struggle. I'm not saying that everyone should abstain from fast food completely, but we should all be health-conscious. Once you experience the benefits of a healthy lifestyle, you won't want to see another hamburger again!

1. What does the writer mean when he says he was not "health conscious"?
   A. he did not worry much about the food he consumed
   B. he ate lots of unhealthy foods
   C. he didn't understand that some foods were unhealthy
   D. it was formal for people he age to eat fast food

2. Why did the writer start to eat fast food meals at university?
   A. because it was easy and convenient
   B. because the restaurant was close to his flat
   C. because they tasted better than his own cooking
   D. because he didn't want to cook in the flat

3. As time progressed, what began to concern the writer?
   A. He was getting ill on a frequent basis.
   B. Other people were aware of his unhealthy diet.
   C. He wasn't sure he could succeed at university.
   D. He was the only person who struggling.

4. Why wasn't the writer enthusiastic about seeing a nutritionist?
   A. Because his friends had forced him into it.
   B. He was doubtful that they could be of help.
   C. He felt the doctor made her decision too quickly.
   D. He didn't agree that diet could cause many of his symptoms.

5. Why does the writer call fast a "health hazard"? (line 43)
   A. Fast food has a high fat content.
   B. Obesity is a serious problem in America.
   C. The food he ate was not nutritious.
   D. A poor diet can result in ill health.

6. On visiting the nutritionist, what did the writer find surprising?
   A. The amount of effort it would take to get better.
   B. That fast food can be addictive.
   C. That his body wasn't getting enough iron.
   D. The nutritionist's stern manner.

7. The writer found the new eating plan to be
   A. good at first, but he developed bad habits.
   B. a success, something that everyone should do.
   C. a little difficult but worth the effort.
   D. good, it quickly got rid of all his symptoms.

8. How does the writer's attitude towards diet develop over the course of the article?
   A. He has become totally against eating fast food.
   B. He pays attention to the food he eats.

C. He thinks it is too hard to maintain a balanced diet.
D. He believes healthy eating is time-consuming.

GLOSSARY

- **health-conscious** (adj) biết quan tâm đến sức khỏe
- **peer group** nhóm bạn cùng trang lứa
- **fizzy drink** thức uống có ga
- **acne** mụn
- **tight** (adj) (áo quần) chật
- **lethargic** (adj) lờ đờ, phờ phạc, uể oải
- **to take its toll (on sb)** có tác dụng xấu (đến ai)
- **to deteriorate** trở nên xấu đi, xuống cấp, thoái hóa
- **to be cut out for sth** có đủ phẩm chất và năng lực để làm gì
- **sceptical** (adj) hoài nghi
- **weight gain** sự tăng cân
- **to underestimate** đánh giá thấp
- **to balance sth out** cân bằng với/có giá trị tương đương với cái gì, đủ sức làm đối trọng của
- **obesity** chứng béo phì
- **diabetes** bệnh tiểu đường
- **epidemic** trận dịch
- **to follow suit** bắt chước làm theo
- **health hazard** mối nguy hại đến sức khỏe
- **blood test** sự thử máu
- **iron deficiency** sự thiếu chất sắt
- **rundown** (adj) suy kiệt
- **personalised** (adj) được cá nhân hóa
- **stern** (adj) nghiêm khắc
- **to supplement sth with sth** bổ sung cái gì bằng cái gì
- **junk food** thức ăn ngon miệng nhưng không bổ dưỡng
- **to be taken aback** cảm thấy bất ngờ
- **to get back on track** trở lại con đường đúng đắn
- **to rectify** sửa chữa sai lầm, sửa lại cho đúng
- **massive** (adj) to lớn, khổng lồ
- **to abstain from sth** kiêng cữ cái gì
- **time-consuming** (adj) tốn quá nhiều thì giờ

54

I was struggling to get by. I had just moved to Gloucester from London and had taken the first job that I was offered as a cashier in a local supermarket. I was barely earning enough to do my weekly shopping and I yearned for the money I used to make back in London. As I couldn't afford my own place, I had settled for my best friend's sofa, but the hard cushions and backaches had made me realise that, above all else, I craved my old flat – my little sanctuary! I soon began to wonder if moving had been the right decision. That's when I heard a radio advert that changed my life...

"Looking for your own place but dreading the cost? Worry no more! You could live free for a year in the "Enviro-House", one of Britain's first environmentally friendly homes. We're looking for a resident to live rent-free! For more details, visit www..." My friend had heard about this "carbon-neutral" house and he thought that it would be very difficult to stick to an energy conserving routine. I should have considered this, or at least have been concerned about how many "guests" would actually pass through. But, as I sat on the painfully uncomfortable sofa, the only thing in my head were the words... "Live free, live free."

I visited the website and entered the competition to become an "eco-housemate". I was one of three lucky finalists who had to battle it out for a place in the house live on local television. We had to cook a meal for five judges using a solar cooker and only organic vegetables and then face questions from the studio audience. The judges weren't impressed with my cooking and I thought I had lost. But, as I looked at my friends in the studio audience **they** all gave me smiles and the "thumbs up" and it was just the confidence boost I needed. Thankfully, I made the audience laugh, they liked me and I was voted into the house.

The other finalists were keen environmentalists with a passion for the issue, unlike me. I had never really given it much attention to be honest, as it was insignificant to me. I joked with the audience that the only way I was going to learn was if they sent me to the house! They agreed. As I moved into the house and tried to prepare for a drastic change in lifestyle, I suddenly became nervous and asked myself if I had thought this through properly.

As I walked through the front door, I had worrying visions of living in a futuristic house, full of high-tech gadgets. I certainly wouldn't have been surprised to see a number of complex-looking machines. However, I was shocked to see the house was completely normal. In fact, it looked just like any other house. This eased my mind a bit, as I rarely find modern technology easy to understand, I prefer the simple life.

The heating system, water supply and electricity all worked in exactly the same way as they would in any other house in the UK. The only difference was that the house used renewable sources of energy. At first I thought the house would definitely need some fossil fuels, like coal and gas but instead, solar panels and small wind turbines (which could be a little noisy at times!) were used to provide the hot water and electricity. The house didn't burn wood or oil either because smoke pollutes the atmosphere.

My experiences in the house made me look at the way I had lived my life in the past and how I should live it in the future. For example, it's neither difficult nor time-consuming to recycle, as long as you make it part of your daily routine. I also changed my perspective on which energy sources to use. I used to think solar panels were too expensive, but now I realise that although the initial cost is high, they actually save a lot of money over time. I've recognised that spending a few extra pounds is preferable to losing our beautiful planet. It's very simple to make those all-important changes; we just need the motivation to make them.

1. What is the main reason the writer gives for missing London?
   A. Earning a higher salary.
   B. Not having his own home.
   C. Living the inner-city lifestyle.
   D. Sharing a flat with his best friend.

2. What did the writer think after hearing the radio advertisement?
   A. That he hated having to sleep on the uncomfortable sofa.
   B. That he could have his own home without having to pay.
   C. He was worried about how many people would visit the "Enviro-House".
   D. He wouldn't be very good at energy conservation.

3. In line 25 (para. 3), the writer says "**they**". Who is he referring to?
   A. The audience   B. The judges
   C. The finalists   D. His friends

4. What had the writer previously thought about the environment?
   A. He considered it unimportant.
   B. He had always been passionate about the issue.
   C. It made him nervous.
   D. He always joked about it.

5. As the writer entered the house, he was surprised that ______
   A. the house looked futuristic.
   B. the house had lots of complex machinery.
   C. the technology was easy to understand.
   D. the house looked the same as other houses.

6. Which sources of energy did the house use?
   A. Coal and gas only.
   B. Some fossil fuels plus solar and wind.
   C. Renewable sources of energy only.
   D. Wood and oil only.

7. What is the writer's opinion of recycling?
   A. It takes a lot of time out of his daily routine.
   B. It is expensive to do.
   C. It doesn't take a long time if done daily.
   D. It is difficult to make it part of his daily routine.

8. How did the writer's attitude change during the passage?
   A. He realised how much he enjoyed living alone again.
   B. He realised he had no reason to fear modern technology.
   C. He realised how important it is to talk about environmental issues.
   D. He decided to adopt a more environmentally friendly lifestyle.

GLOSSARY

- **to get by** cố xoay xở để sống qua ngày
- **cashier** nhân viên thu ngân
- **to yearn for sth** khao khát cái gì
- **to settle for sth** đành chấp nhận/ đành bằng lòng với cái gì
- **cushion** tấm đệm để ngồi
- **backache** cơn đau lưng
- **to crave (for) sth** ao ước, thèm muốn, thèm khát cái gì
- **sanctuary** nơi trú ẩn, chốn dung thân
- **to dread sth** sợ gặp phải cái gì
- **rent-free** (adj) khỏi tốn tiền thuê
- **carbon-neutral** (adj) không thải ra khí các-bon
- **to pass through** ghé qua, ghé đến chơi
- **finalist** người vào vòng chung kết
- **to battle it out** thi đấu để giành cái gì
- **judge** giám khảo
- **solar cooker** bếp dùng năng lượng mặt trời
- **organic vegetables** rau hữu cơ/ rau sạch
- **studio audience** khán giả đang ngồi trong phòng thu
- **to give sb thumbs up** ra hiệu khích lệ/ động viên ai (bằng cách đưa ngón cái lên)
- **confidence boost** sự thúc đẩy lòng tự tin
- **to joke** nói đùa
- **drastic** (adj) triệt để
- **to think sth through** suy nghĩ kĩ về điều gì
- **futuristic** (adj) mang tính tương lai/ sẽ có trong tương lai
- **high-tech gadgets** các tiện nghi gia dụng công nghệ cao
- **to ease sb's mind** làm ai hết lo lắng
- **solar panel** tấm thu năng lượng mặt trời
- **wind turbine** động cơ chạy bằng sức gió
- **perspective** quan điểm
- **initial cost** chi phí ban đầu

55

Most of us associate robots with films such as *Star Wars, I, Robot or AI,* but in reality they have more to do with social issues and politics rather than science fiction. The term robot first made its appearance in a play entitled *Rossum's Universal Robots* written almost a century ago by a Czechoslovakian playwright by the name of Karel Čapek. Čapek got the name robot from the Slavic word "robota" which means forced labour. In his play, he portrays a society where robots which look human are mass-produced to work in the place of people.

Čapek's story was well received by the critics but never really got credit for being the source of the notion of robots. The play has a significant relevance to our society today, as humanoid type robots are being created to fulfil a wide range of tasks. Robot engineers are not only developing mindless worker drones, but are attempting to create human-like companion robots for people. Consequently, the question of what actually makes us human is the subject of lively debate.

In the USA, sociable robotics is developing at a relatively rapid rate and a human companion type of robot could soon be a reality. Japanese researchers see a very bright future for these robots who will serve as friends or family to the lonely. Nevertheless, one needs to ask if a human being can have a relationship with a machine in the same way as they do with other people or animals, and if so, what effect this could have on our society. The success of robot toys or virtual pets suggests that this type of relationship is possible. Research shows that children tend to have similar relationships with humans as with non-humans whereas the same is true for adults only with pets or when the robot is designed to look like a child. This is probably because robots display superficial emotions and cannot as yet replace human touch. But will these machines one day succeed in replacing humans?

Some paint a very dark picture of a robot society and predict that artificially intelligent machines will take control of the entire planet and dominate the human race. However, robot technology is still in its infancy and the idea of them taking over the world is pure fantasy to most of us, including scientists. In fact, most robots can only perform very basic tasks and even the most advanced robot that is presumably capable of expressing over forty different emotions seems to do so in a totally random manner independently of what is going on around it.

In spite of the simplicity of today's robots, robotic technology is impacting our everyday lives in a dramatic way. Nowadays, our robots are becoming more and more like those portrayed in Čapek's work. In a society where human relationships are so often strained, it is no surprise that the possibility for human-robot relationships is increasing.

1. When most people think of robots, they tend to think of ______ .

A. politics	B. science fiction
C. films	D. social issues

2. Robots were first portrayed ______ .

A. as humans	B. in a play
C. as Czechoslovakians	D. in a film

3. Most critics ignored the fact that ______
   A. robots are important in our society.
   B. robots can do a lot of tasks.
   C. Čapek came up with the idea of robots.
   D. humanoid robots are being created.

4. Many people are questioning what _____ .

A. a robot really is	B. a human really is
C. a humanoid robot is.	D. a companion really is

5. Japanese researchers think that robots could be of use ______ .

A. to families	B. to engineers
C. as servants	D. to people who live alone

6. Adults tend to have good relationships with ______ .
   A. virtual pets   B. childlike robots
   C. non-humans   D. robot toys

7. Advanced robots still only ______
   A. perform basic tasks.
   B. react to emotions just like humans.
   C. express emotions randomly.
   D. express up to forty emotions.

8. What is the writer's conclusion?
   A. Robots are not important enough to really affect our lives.
   B. He's concerned about the robots' future role in society.
   C. He can understand the robots' role in society.
   D. He thinks the robots' role has been dramatised.

GLOSSARY

- **Czechoslovakian** (adj) thuộc Tiệp Khắc (cũ)
- **playwright** nhà viết kịch
- **Slavic** (adj) thuộc hệ ngôn ngữ slave
- **forced labour** lao động cưỡng bách, lao động khổ sai
- **critic** nhà phê bình
- **to get credit for sth** được ghi nhận là có công trong việc gì
- **relevance to** sự thích hợp với
- **humanoid** bộ máy có dạng người
- **mindless** (adj) thiếu bộ óc, không biết suy nghĩ
- **worker drone** con ong thợ
- **lively** (adj) sôi nổi, sinh động
- **debate** cuộc tranh luận
- **sociable robotics** công nghiệp chế tạo rô-bô thân thiện
- **virtual pet** thú cảnh ảo
- **superficial** (adj) hời hợt, không sâu sắc
- **infancy** giai đoạn sơ sinh
- **fantasy** sự hoang tưởng
- **presumably** (adv) có lẽ
- **random** (adj) ngẫu nhiên
- **to impact** tác động, ảnh hưởng đến
- **strained** (adj) căng thẳng

56

CAN YOU PROVE WHO YOU ARE?
APPEARANCES CAN BE DECEPTIVE

The film *Catch Me If You Can* told the story of Frank Abagnale, who sold the Eiffel Tower and passed $2.5 million worth of bad cheques while posing as an airline pilot or a surgeon. In the film, Abagnale appears as a rather amiable crook, but of course in reality fraudsters aren't amiable, glamorous or daring: they're just thieves whose lifestyle is paid for by other people's money. And these days, fraudsters can do more than just steal your cash: they can steal your identity too.

In 2003, Derek Bond, a 72-year-old retired civil engineer, found out how dreadful modern fraud can be. As he stepped off a plane at Cape Town airport, he was arrested and thrown into jail. It was worrying enough that he could have been mistaken for a "most wanted" criminal. But what made matters worse was that, despite having an impeccable reputation in his home town, it took three weeks for Mr Bond's family to convince the authorities that they had made a mistake. Away from people who knew him, Mr Bond's reputation was based solely on the contents of a police file. And if that file said that Derek Bond, a man of medium height and build, was actually Derek Lloyd Sykes, a conman responsible for a multimillion-dollar fraud in Texas, then who could prove that it wasn't true?

Mr Bond was the victim of identity theft or impersonation fraud, where a thief assumes your identity and uses it to steal directly from you or to commit crimes using your name. Drug trafficking, money laundering, illegal immigration, benefit fraud – in the world of organised crime, a fake ID is a licence to print money. Even more worrying is the fact that there is now a ready market among the world's terrorists for stolen identities. As more people shop and bank online or by phone, the opportunities for fraudulent use of credit cards or other personal information grows. The business of identity theft is booming, and for those it affects, the consequences can be catastrophic.

Under existing financial regulations, banks and credit organisations are required to "know their customers" before they can open an account. This means they have to request specific proofs of identity before they allow them to start spending: usually proof of name and address, and a photo ID, such as a passport or driver's licence.

This sounds satisfactory, but in reality it's far from foolproof. The problem is that identity theft isn't rocket science. In theory, all a thief needs is a few snippets of information – such as a discarded phone bill or a credit card receipt – to start using your name.

In fact, "bin diving" is the most usual way for thieves to get information. In an extensive survey, a credit checking agency examined the contents of 400 rubbish bins. One in five contained enough sensitive information to commit identity fraud. Every time we buy or sell goods, we provide information about ourselves on paper. Receipts, invoices and bills all contain sensitive personal information. But identity thieves don't even need to get their hands dirty. How often do we hand over cheques and credit or debit cards? How many of us buy by phone or shop online? All it takes is one dishonest employee, and we can say goodbye to our hard-earned cash.

1. The main purpose of this article is to ______
   A. tell the stories of Frank Abagnale and Derek Bond.
   B. describe the dangers of identity theft.
   C. explain how to steal someone's identity.
   D. advise readers how to avoid having their identity stolen.

2. The writer says that real life fraudsters ______
   A. are just ordinary likeable people.
   B. live a glamorous lifestyle.
   C. are criminals who cheat other people.
   D. are not as bad as they seem.

3. In Cape Town, it was difficult for Derek Bond to establish his innocence because ______
   A. his correct details were in a police file.
   B. he had a bad reputation in Cape Town.
   C. there was proof that he was a criminal.
   D. nobody knew him personally there.

4. What development does the writer consider to be a particularly disturbing aspect of identity theft?
   A. Terrorists will start stealing people's identities.
   B. Terrorists will become involved in the buying and selling of false identities.
   C. There will be a great demand from terrorists for false identities.
   D. Identity theft will become a form of terrorism.

5. According to the article, having a false identity enables criminals to ______
   A. steal even more personal information.
   B. organise their criminal activities better.
   C. obtain licenses of different kinds.
   D. make large amounts of money.

6. The current security systems used by banks and other financial organisations ______
   A. are not completely reliable.
   B. have proved to be effective.
   C. are perfectly acceptable.
   D. have existed for a long time.

7. Criminals commonly collect information about individuals by ______
   A. stealing their credit cards.
   B. reading through their telephone bills.
   C. going through things people have thrown away.
   D. contacting a credit checking agency.

8. Members of the public should be particularly careful about using credit or debit cards because ______
   A. criminals may find a way of stealing them.
   B. corrupt staff may pass on their details to criminals.
   C. online systems may not be secure.
   D. criminals may listen to people giving their details on the phone.

GLOSSARY

- **deceptive** (adj) dễ gây nhầm lẫn, để đánh lừa người khác
- **to pass bad cheques** lĩnh tiền bằng những ngân phiếu giả
- **to pose as** giả danh là, đóng vai là
- **amiable** (adj) từ tế, nhã nhặn, dễ thương
- **crook** kẻ lừa đảo
- **fraudster** kẻ lừa đảo
- **glamorous** (adj) đầy quyến rũ
- **daring** (adj) táo bạo, cả gan
- **civil engineer** kĩ sư xây dựng
- **fraud** sự gian lận, sự lừa đảo
- **jail** = **prison** nhà tù
- **impeccable** (adj) hoàn hảo, không tì vết
- **solely** (adv) chỉ
- **police file** hồ sơ cảnh sát
- **build** vóc người
- **conman** kẻ lừa đảo
- **identity theft** sự ăn cắp nhân thân
- **impersonation fraud** sự lừa đảo bằng cách mạo danh
- **to assume sb's identity** tự nhận là
- **drug trafficking** sự buôn lậu ma túy
- **money laundering** sự rửa tiền
- **immigration** sự nhập cư
- **benefit fraud** sự lừa đảo để chiếm đoạt tiền phúc lợi
- **ID** = **identification** giấy tờ chứng minh nhân thân
- **to bank** giao dịch ngân hàng
- **fraudulent** (adj) nhằm mục đích gian lận, lừa đảo
- **to boom** nở rộ, phát triển rầm rộ
- **catastrophic** (adj) gây ra thảm họa
- **credit** tín dụng
- **foolproof** (adj) không có kẽ hở, không thể sai lầm được
- **snippet** mẩu nhỏ, miếng vụn
- **bin diving** sự lục lọi trong thùng rác
- **credit checking agency** cơ quan kiểm tra tín dụng
- **invoice** hóa đơn
- **to get one's hands dirty** làm điều phi pháp
- **debit card** thẻ ghi nợ
- **hard-earned cash** đồng tiền mồ hôi nước mắt
- **terrorist** kẻ khủng bố
- **terrorism** hành vi khủng bố
- **corrupt** (adj) tham ô, tham nhũng, thoái hóa

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They died where they stood. Violently, with almost no warning. Wealthy women in their jewels. Armed soldiers. Babies. Almost 2,000 years ago a seaside town in southern Italy had the misfortune to be in the shadow of Mount Vesuvius – one of Europe's active volcanoes – at the wrong time. The 16,000 inhabitants of the Roman towns of Herculaneum and neighbouring Pompeii who were buried beneath 30 metres of dust on an August night in AD 79 bear silent witness to the destructive force of volcanoes.

Objects of terror and fascination since the beginning of human time, volcanoes take their name from Vulcan, the Roman god of fire. Today there are some 1,350 active volcanoes in the world. At any given moment, somewhere between one dozen and two dozen are throwing out ash and molten rock from the earth's core.

Approximately one billion people live in their dangerous shadows. Experts expect the number to rise. The rapid growth of population, greater competition for land and an increase in urban migration are driving more and more people to settle around volcanoes, significantly increasing the potential loss of life and property in the event of eruptions.

Despite major advances in technology, the ability to predict when a volcano might erupt remains imprecise. But meeting the challenge is vital because volcanoes are "people magnets." A recent study identified 457 volcanoes where there are one million or more people living within 100 kilometres. Many of these volcanoes – several in Indonesia and Japan, for instance – have surrounding populations greatly exceeding one million. Today, 3.75 million people live within 30 kilometres of the summit of Mount Vesuvius in the southern Italian city of Naples. "What do they do if it starts erupting? No one can imagine evacuating a city the size of Naples," said C. Dan Miller, chief of the US Geological Survey's Volcano Disaster Assistance Program. "Persuading people to move permanently out of hazard zones is not usually an option. Many of the land-use patterns are long established, and people just won't **do it**," Miller went on. "The only thing you can do is have systematic volcano monitoring to detect the earliest departure from normal activity."

Nowadays it is easier to predict volcanic activity, but evaluating the threat of eruption is frequently still difficult. Mexico City knows the problem well. The city, which has a population of more than twenty million, lies within 60 kilometres of the summit of Popocatepetl, a volcano which has erupted at least fifteen times in the last 400 years. The flanks and valleys surrounding "Popo" have been evacuated several times since 1994 in response to earthquakes and eruptions of volcanic ash and plumes of steam. Each time the mountain has settled down without a major eruption, although some activity has continued. Yet when, or if, a major eruption will occur next remains unknown.

"There could be weeks, months, or years between the time a volcano shows some activity and the time of its eruption," said Miller. "It may never erupt. Most people are willing to be evacuated once. But if nothing happens, the loss of credibility could cause people to ignore future warnings."

Volcanic eruptions, when they do come, are sometimes relatively slow and quiet. There was no loss of life when the world's largest active volcano erupted in 1984. The people who lived in the proximity of Hawaii's Mauna Loa volcano had plenty of time to get out of the way when it erupted in 1984. Its lava crept down the slope at about the speed of honey. At other times the eruption is sudden and violent, and evacuation unfortunately comes too late.

1. What happened when Mount Vesuvius erupted in AD 79?
   A. The rich managed to escape.
   B. It covered many towns with dust.
   C. A few people were killed.
   D. People were unprepared.

2. What do experts think will happen in the future?
   A. More volcanoes will become active.
   B. People will move away from volcanic areas.
   C. More people will set up home near volcanoes.
   D. Around one billion people will die in volcanic eruptions.

3. According to the article, what is the present situation regarding volcanic eruptions?
   A. Eruptions are most likely to happen in Indonesia and Japan.
   B. Experts can predict when there will be a volcanic eruption.
   C. Most large cities have no appropriate evacuation plans in place.
   D. People will be less affected than before.

4. What does "do it" (underlined) in paragraph 4 refer to?
   A. go and live somewhere else
   B. build farms on the land
   C. force people to leave the area
   D. leave the area until the danger has passed

5. What does the article say about Popocatepetl?
   A. There was a major eruption in 1994.
   B. Experts expect a major eruption within a few years.
   C. Nobody knows whether it will erupt again.
   D. People who live nearby are fed up with being evacuated.

6. Why was the eruption of Manna Loa less dangerous?
   A. People had been evacuated from the area beforehand.
   B. People were able to keep ahead of the lava.
   C. Scientists had warned people well in advance.
   D. It was not a major eruption.

7. What would be the most appropriate title for this article?
   A. Volcanoes: Sleeping Threat for Millions.
   B. Volcanic Eruptions and Other Natural Disasters.
   C. Volcanic Activity in Italy.
   D. Volcanic Eruption: A Study of Volcanic Behaviour.

GLOSSARY

– **misfortune** điều bất hạnh, sự rủi ro
– **active volcano** núi lửa đang hoạt động
– **neighbouring** (adj) ở kế cận
– **summit** đỉnh núi
– **to evacuate** sơ tán, di tản, tản cư
– **Geological Survey's Volcano Disas-**

- **to bear witness to sth** là nhân chứng cho
- **terror** sự kinh hoàng
- **fascination** sức hấp dẫn/ mê hoặc
- **molten** (adj) nóng chảy
- **core** lõi, nhân
- **urban migration** sự di cư đến thành phố
- **imprecise** (adj) không chính xác
- **to meet a challenge** đối đầu với một thách thức
- **to exceed** vượt quá

ter Assistance Program Chương Trình Trợ Giúp Thảm Họa Núi Lửa thuộc Cục Quan Trắc Địa Chất

- **hazard zone** vùng nguy hiểm
- **to monitor** theo dõi
- **flank** sườn (núi)
- **plumes of steam** các luồng hơi nước
- **credibility** tính/sự đáng tin
- **in the proximity of** ở gần với
- **lava** dung nham
- **slope** sườn dốc

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CHINA'S BIG DAM

Farmer Wang Zuolu grows oranges and peanuts on a hilltop overlooking China's beautiful Yangtze River. His family has lived there for generations in a farmhouse of thick, mud-packed walls. But Wang, 70, and his wife Zhang Changying, 60, know that their family's happy life on the hill is coming to an end. Soon their farm will be covered by water. They must start a new life in a new village. They will have to move their family cemetery and replant their orchards.

Wang and his wife are just two of the 1.2 million Chinese who are being forced from their homes by the construction of the Three Gorges Dam.

The Three Gorges Dam is named for three spectacular gorges, or canyons, in central China. When it is completed, the dam will use water power to create electricity. Its builders say it will help prevent flooding by the Yangtze. But it will also be very destructive, changing China's natural scenery and the lives of many of its people forever.

For hundreds of years, poets and painters have been inspired by the Yangtze's winding path and the steep cliffs and flat plains that lie on either side of its waters. But the Yangtze can rise over its banks, causing terrible floods.

Workers are building a 600-foot-high wall that will stretch across the Yangtze. Then they will install giant generators. These will provide as much energy for the area as 15 large coal-burning power stations. However, many scientists say the dam will be an ecological disaster. It will destroy the natural surroundings (including the stunning gorges) and threaten many fish and animals.

By blocking the flow of the Yangtze, the dam will create a 370-mile lake, or reservoir, west of the city of Yinchang. It will swallow hundreds of towns and villages.

The reservoir will also threaten the habitats of hundreds of fish, plants, and animal species. Among the creatures at risk: rare river dolphins, clouded leopards, and Siberian white cranes. The government promises to monitor the environment around the dam and has set aside money to create a protective area for the dolphins.

But scientists are doubtful about promises. They warn that blocking the river will create sewage backups and perhaps even cause more floods. Some fear that the dam may collapse. Many dams in China have collapsed in the past 20 years.

China's culture and history are also endangered by the dam. Ancient pagodas (temples) and other important historic sites will be under water.

The Chinese who must leave their homes are already feeling the impact of the Three Gorges Dam. These resettlers, or yimin, have no choice but to find new homes and jobs.

Despite their worries, the Chinese are not permitted to speak out against the project, which is expected to cost more than $24 billion. Journalist Dai Qing landed in prison after she criticized the dam. "There is only one Yangtze River," she wrote in protest. "And we have already subjected it to many stupid deeds."

1. A *gorge* is another name for a _____ .
   A. valley B. canyon C. dam D. river

2. Why is the Three Gorges Dam being created?
   A. to create electricity
   B. to change China's natural scenery
   C. to create a protective area for dolphins
   D. to protect pagodas and temples

3. Which word or phrase does not describe Wang?
   A. farmed oranges and peanuts
   B. lived on a hilltop
   C. a yimin
   D. husband of Dai Qing

4. By building a dam, the Yangtze will _____
   A. create a reservoir where towns and villages used to be.
   B. endanger historic sites and pagodas.
   C. generate power.
   D. *all of the above*

5. At the present time, before the generators are installed, energy comes from ______
   A. water.
   B. Yinchang.
   C. coal-burning power stations.
   D. natural sources.

6. In what way will this cause an ecological disaster?
   A. People will have to move.
   B. Fish and other animals will die.
   C. It will create a lake.
   D. People will have to burn more coal.

7. Why don't the 1.2 million people refuse to leave?
   A. They know the dam will be good for the country.
   B. They might be sent to prison.
   C. They want a change of scenery.
   D. Their homes are old and run-down.

8. What animals will be placed in a government-funded protected area?
   A. clouded leopards
   B. Siberian white cranes
   C. pagodas
   D. rare river dolphins

9. What does a journalist do?
   A. protests
   B. reports the news
   C. sells homes
   D. advises the government

10. Why do some people fear the dam will collapse?
   A. Many of China's dams have collapsed in the past.
   B. They are poorly constructed.
   C. The river is too strong.
   D. The people will knock it down in protest.

GLOSSARY

- **mud-packed walls** những bức tường trát bằng đất
- **cemetery** nghĩa trang, bãi tha ma
- **the Three Gorges Dam** Đập Tam Hiệp
- **spectacular** (adj) ngoạn mục
- **gorge = canyon** hẻm núi
- **the Yangtze River** sông Dương Tử
- **winding** (adj) uốn khúc quanh co, ngoằn ngoèo
- **steep** (adj) dốc đứng
- **cliff** vách núi
- **generator** máy phát điện
- **ecological disaster** thảm họa sinh thái
- **stunning** (adj) khiến người ta sững sờ
- **reservoir** hồ chứa nước nhân tạo
- **dolphin** cá heo
- **clouded leopard** con báo mây
- **crane** con cò
- **to set aside money** để riêng ra một số tiền
- **sewage backup** sự tích tụ chất thải cống rãnh
- **to collapse** sụp đổ
- **resettler** người tái định cư
- **protest** sự phản đối
- **to subject sth to sth** bắt cái gì phải nhận chịu cái gì
- **deed** hành động, việc làm

59 PREDICTING EARTHQUAKES

Since the beginning of recorded history, virtually every culture in the world has reported observations of unusual animal behaviour prior to earthquakes and, to a lesser extent, volcanic eruptions, but conventional science has never been able to adequately explain the phenomenon.

Nevertheless, the Chinese and Japanese have used such observations for hundreds of years as an important part of their earthquake warning systems.

Most significantly, on February 4, 1975 the Chinese successfully evacuated the city of Haicheng several hours before a 7.3 magnitude earthquake, saving nearly 90,000 lives. This was based primarily on observations of unusual animal behaviour.

Helmut Tributsch's classic work on the subject of earthquakes and unusual animal behaviour – *When the Snakes Awake* – details numerous consistent accounts of the phenomenon from all over the world. However, although these behaviour patterns are very well-documented, most American specialists do not take them very seriously. In fact, most conventional geologists do not believe that there are any earthquake prediction techniques which perform any better than chance; this includes unusual animal behaviour. In fact, the notion that odd animal behaviour can help people predict earthquakes is perceived by most traditional geologists in the West as folklore and is often treated as seriously as sightings of ghosts, Elvis Presley, and the Loch Ness Monster.

Unusual behaviour is difficult to define, and determining if there is a typical behaviour pattern is not a simple, clear-cut process, although there are some distinct patterns which have emerged. An example of this, which has often been reported, is an intense fear that appears to make some animals cry or bark for hours, and others run away in panic. Equally typical is the phenomenon of wild animals losing their usual fear of people.

Although the majority of accounts relate to dogs and cats, there are also many stories about other types of animal in the wild, on farms, and in zoos. Unusual behaviour has been reported in many other animal species as well, including fish, reptiles, and even insects. This strange behaviour can occur at any time in advance of a quake – from weeks to seconds.

A number of theories have been proposed to explain this phenomenon, and what the signals that the animals are picking up on might be. Because many animals possess auditory capacities beyond the human range, it has been suggested that some animals may be reacting to ultrasound emitted as microseisms from rock breaking below the earth's surface.

Another possibility is fluctuations in the earth's magnetic field. Because some animals have a sensitivity to variations in the earth's magnetic field (usually as a means of orientation), and since variations in the magnetic field occur near the epicentres of earthquakes, it has been suggested that this is what the animals are picking up on.

Other mysterious phenomena are often connected with earthquakes. The regular eruptions of geysers have been interrupted. Water levels in wells have been reported to change, or the water itself has become cloudy. Magnets have been said to lose their power temporarily. Many people report that there is suddenly an inexplicable stillness in the air, and that all around them becomes completely silent. Strange lights are often seen glowing from the earth, and unusual fogs have been reported. These phenomena are all consistent with the notion that the odd animal behaviour may result from changes in the earth's electromagnetic field. More puzzling is the fact that a number of people even claim to have sighted UFOs hovering around earthquake sites.

Currently Western science does not have any reliable means of forecasting earthquakes. Any clues that may be used to help us predict when and where the next quake is coming should be approached with an open mind.

1. What does the writer say about the occurrence of unusual animal behaviour before earthquakes?
   A. It does not happen everywhere in the world.
   B. Many countries use it to predict earthquakes.
   C. It is equally common before volcanic eruptions.
   D. There is no generally approved scientific explanation for it.

2. According to the writer of the article, most conventional geologists
   ______
   A. use unusual animal behaviour to predict earthquakes.
   B. think *When the Snakes Awake* is well-researched.
   C. believe there is no sure way of predicting earthquakes.
   D. support scientific study of unusual animal behaviour.

3. What does the writer say about how animals behave before an earthquake?
   A. Both wild and domesticated animals show unusual behaviour.
   B. Cats and dogs show more unusual behaviour than other animals.
   C. All animals become frightened of people.
   D. Some pets run away from home.

4. What is a possible cause of animals' strange behaviour?
   A. They feel the earth beginning to move.
   B. They sense changes in the earth's magnetic field.
   C. They are highly sensitive to magnets.
   D. They hear loud sounds below the earth's surface.

5. How does the writer react to claims that UFOs have been seen around earthquake sites?
   A. He thinks the claims are probably true.
   B. He is surprised by the claims.
   C. He doesn't believe the claims.
   D. He is concerned about the claims.

6. What is the main point the writer of the article is trying to make?
   A. More studies need to be done on animal behaviour and earthquakes.
   B. Western scientists should listen to new ideas about how to predict earthquakes.
   C. People who say they can predict earthquakes are not of sound mind.
   D. It is impossible to predict when earthquakes will occur.

GLOSSARY

- **virtually** (adv) hầu như, gần như
- **prior to** (prep) trước
- **to a lesser extent** ở một tầm mức nhỏ hơn
- **magnitude** cường độ
- **classic** (adj) có tính kinh điển
- **to detail** cung cấp chi tiết
- **numerous** (adj) vô số, rất nhiều
- **consistent** (adj) nhất quán, tất cả đều thống nhất như nhau
- **to be well-documented** được hỗ trợ bằng tư liệu rất đầy đủ
- **geologist** nhà địa chất học
- **chance** sự tình cờ ngẫu nhiên, sự may rủi
- **notion** ý niệm
- **odd** (adj) kì dị, kì quái
- **folklore** văn hóa dân gian
- **sighting** sự phát hiện
- **Loch Ness Monster** Quái Vật Hồ Ness
- **clear-cut** (adj) rõ ràng, rành mạch
- **(to be) in panic** hoảng loạn
- **in the wild** ở môi trường hoang dã
- **reptile** loài bò sát
- **to pick up on sth** đáp ứng lại cái gì
- **auditory** (adj) thuộc thính giác
- **ultrasound** (adj) siêu âm
- **microseisms** cơn địa chấn yếu
- **fluctuation** sự dao động
- **magnetic field** từ trường
- **variation** sự biến thiên, sự thay đổi
- **means of orientation** phương cách định hướng
- **epicentre** tâm chấn
- **geyser** suối phun nước nóng
- **cloudy** (adj) (nước) đục
- **magnet** thỏi nam châm
- **inexplicable** (adj) không thể giải thích được
- **stillness** sự tĩnh lặng
- **to glow** sáng đỏ lên
- **electromagnetic field** điện từ trường
- **puzzling** (adj) khó hiểu
- **to hover** bay liệng, lượn lờ, lảng vảng
- **clue** manh mối
- **domesticated** (adj) đã được thuần dưỡng
- **a sound mind** một tinh thần minh mẫn/ đầu óc sáng suốt

60 A WEATHER FORECASTER'S JOB

Millions of people tune into the weather forecast each evening on television. Most of them imagine that the presenter does little more than arrive at the studio a few minutes before the broadcast, read the weather, and then go home.

In fact, this image is far from the truth. The two-minute bulletin which we all rely on when we need to know tomorrow's weather is the result of a hard day's work by the presenter, who is actually a highly-qualified meteorologist.

Every morning after arriving at the TV studios, the first task of the day is to collect the latest data from the National Meteorological Office. This office provides up-to-the-minute information about weather conditions throughout the day, both in Britain and around the world. The information is very detailed and includes predictions, satellite and radar pictures, as well as more technical data. After gathering all the relevant material from this office, the forecaster has to translate the scientific terminology and maps into images and words which viewers can easily understand.

The final broadcast is then carefully planned. It is prepared in the same way as other programmes. The presenter decides what to say and in what order to say it. Next a "story board" is drawn up which lays out the script word for word. What makes a weather forecast more complicated than other programmes are the maps and electronic images which are required. The computer has to be programmed so that the pictures appear in the correct order during the bulletin.

The time allocated for each broadcast can also alter. This is because the weather report is screened after the news, which can vary in length. The weather forecaster doesn't always know how much time is available, which means that he/she has to be thoroughly prepared so that the material can be adapted to the time available.

Another related complication is that the weather forecast has to be a live broadcast; it cannot be pre-recorded. Live shows are very nerve-racking for the presenter because almost anything can go wrong. Perhaps the most worrying aspect for every weather forecaster is getting the following day's predictions wrong. Unfortunately for them **this** is not an unusual occurrence; the weather is not always possible to predict accurately.

The weather is a national obsession in Britain, perhaps because it is so changeable. It's the national talking point, and most people watch at least one daily bulletin. It can be mortifying for a weather man or woman who has predicted rain for the morning to wake up to brilliant sunshine.

These days, a weather forecaster's job is even more complicated because they are relied upon to predict other environmental conditions.

For example, in the summer the weather forecast has to include the pollen count for hayfever sufferers. Some also include reports on ultra-violet radiation intensity to help people avoid sunburn.

The job of a weather forecaster is certainly far more complicated than just pointing at a map and describing weather conditions. It's a job for professionals who can cope with stressful and demanding conditions.

1. What perception do most people have of weather forecasters?
   A. They have many qualifications.
   B. They do a hard day's work at the studio.
   C. They work very short hours.
   D. They always tell the truth.

2. Meteorologists get their forecasting information from ______
   A. the TV studio.
   B. the country's main weather centre.
   C. satellite and radar information.
   D. their office.

3. Creating a weather report is complex because ______
   A. maps have to be drawn.
   B. a lot of data has to be interpreted.
   C. radar pictures are technical.
   D. the information includes unreliable predictions.

4. The computer has to be carefully programmed ______
   A. so that the visuals are sequenced correctly.
   B. so that the script is visible to the presenter.
   C. because the script has to be written on a story board.
   D. because electronic maps are used.

5. Weather forecasters have to know the material well because ______
   A. the broadcast is pre-recorded.
   B. the forecast may be incorporated into the news broadcast.
   C. the content of the report may have to change.
   D. the length of the report may have to change.

6. What does "**this**" in the last sentence of paragraph 6 refer to?
   A. the weather forecaster's worry
   B. reading the weather 'live'
   C. giving a forecast that doesn't come true
   D. an accurate prediction

7. In Britain, people's attitude to the weather ______
   A. is not changeable.
   B. makes it a top discussion topic.

C. depends on the prediction being for a sunny or rainy day.
D. is a national problem.

8. Nowadays, weather forecasters have to ______
A. do experiments to determine the pollen count.
B. simply point at maps and describe weather conditions.
C. cope with professionals.
D. be able to cope under pressure.

GLOSSARY

- **forecaster** người dự báo thời tiết
- **to tune into a program** mở radio hoặc TV để nghe một chương trình
- **presenter** người dẫn chương trình
- **bulletin** bản tin
- **highly-qualified** (adj) có trình độ cao
- **meteorologist** nhà khí tượng học
- **National Meteorological Office** Sở Khí Tượng Quốc Gia
- **scientific terminology** thuật ngữ khoa học
- **story board** cốt truyện, kịch bản
- **to allocate (time) for sth** dành ra (một khoảng thời gian) cho cái gì
- **to screen** phát hình
- **a live broadcast** chương trình phát sóng trực tiếp
- **pre-recorded** (adj) thu sẵn để phát sau
- **nerve-racking** (adj) căng thẳng
- **obsession** sự ám ảnh
- **talking point** đề tài nói chuyện
- **mortifying** (adj) gây xấu hổ, khiến mất thể diện
- **pollen count** sự đếm nồng độ phấn hoa trong không khí
- **hayfever** bệnh sốt mùa cỏ khô
- **ultraviolet radiation intensity** cường độ bức xạ cực tím
- **stressful** (adj) gây căng thẳng thần kinh
- **demanding** (adj) đòi hỏi nhiều công sức

61

"Happiness is not having what you want but wanting what you have," according to James Stewart. Although scientists now understand the roots of depression more clearly than they used to, happiness still remains a mystery. Recently, however, some interesting discoveries have been made.

Those who say they are happy, for example, tend to be less self-centred, less hostile and abusive, and are less prone to disease and general ill health. Interestingly, the affluent are not notably happier than their less-well-off counterparts, and seemingly, no particular time of life is significantly happier than any other. Even though some people see life as a tragedy, when questioned, most people said they were generally happy – painting a much rosier picture regarding people's general moods and dispositions.

Research has shown that people have two basic reward centres in their brains that are stimulated by two different chemicals which cause happiness. The first, dopamine, is triggered by activities like exercise, relaxation and the quieter pleasures. The second comprises a set of adrenaline-type chemicals which are triggered by exciting or frightening activities. Dopamine provokes a response of passive happiness, while the second set of chemicals provokes a high-energy state of happiness, the feeling one might get from public speaking or mountain climbing.

While understanding the chemical process behind happiness is important, it does not explain why only some people are consistently happy. The answer may lie in people's perceptions of happiness.

One of the reasons we have such a problem with happiness is that many confuse it with a life untouched by anxiety, rage, doubt and sadness. The belief that happiness means that nothing ever goes wrong is naïve; in order to be happy, we must know not how to avoid disturbing events, but how to deal with them.

The key to coping with life's unpleasant aspects, while remaining content, comes from an everyday practice which Mihaly Csikszentimihalyi calls "the flow". He describes "the flow" as the state one is in when doing something completely absorbing. It comes when one is pushed right up to the limit of one's ability, but not beyond it. "People can get a feeling of flow from dangerous sports like mountain climbing or driving fast," he says "but **it** can also come from something relaxing like painting or reading a good book." The point is that it's an activity you do for the pleasure of doing it. You are not looking for praise or reward. What is important, is to keep your brain busy if you want to be happy. The professor explains, "If you leave someone on their own with nothing specific to do, most of their thoughts will be worries." People tend to think about all the things they want and haven't got rather than how good their life is. It seems the key to happiness lies in having an active and challenging lifestyle.

The scientific study of happiness will help us understand how to build a world that improves human well-being and self-esteem, and how to get the most satisfaction from their goals and circumstances.

1. Studies have shown that happiness ______
   A. is positively influenced by wealth.
   B. is not influenced by wealth.
   C. is negatively influenced by wealth.
   D. does not influence wealth.

2. Dopamine is produced by ______ .
   A. recreational activity
   B. fright
   C. high-energy activity
   D. pleasure

3. A common misconception about happiness is that ______
   A. rich people are happier.
   B. happy people perceive things differently.
   C. happiness implies never having problems.
   D. happiness stems from being naive.

4. In reality, consistent happiness lies in ______
   A. not feeling anxious.
   B. being able to handle problems.
   C. not having problems.
   D. not confusing our feelings.

5. What does "it" in the sentence "but it can also come from..." (next-to-last paragraph) refer to?
   A. people
   B. a dangerous sport
   C. "the flow"
   D. research

6. According to Csikszentimihalyi, "the flow" is triggered by ______
   A. external reward.
   B. doing nothing.
   C. challenging others.
   D. activities done for personal pleasure.

7. When we are inactive ______ .
   A. we don't get what we want
   B. we try to challenge ourselves
   C. we experience more anxiety
   D. we think everything is fine

GLOSSARY

– **self-centred** (adj) ích kỉ
– **hostile** (adj) có thái độ thù nghịch, thiếu thân thiện
– **abusive** (adj) hay chửi rủa người khác
– **to be prone to sth** (adj) thường hay bị/ mắc phải cái gì
– **affluent** (adj) giàu có
– **well-off** (adj) khá giả
– **counterpart** người/vật tương đương
– **rosy** (adj) lạc quan, toàn một màu hồng
– **disposition** tâm trạng, tính khí, tính tình
– **to stimulate** kích thích
– **to trigger** khơi dậy, làm khởi phát
– **relaxation** sự thư thái
– **to provoke** khiêu khích, khơi gợi dậy
– **perception** sự nhận thức
– **untouched** (adj) không bị ảnh hưởng bởi, còn nguyên vẹn
– **rage** cơn giận dữ
– **naïve** (adj) ngây thơ
– **content** (adj) hài lòng
– **absorbing** (adj) hấp dẫn
– **well-being** cảnh sống yên vui, sự hạnh phúc
– **self-esteem** lòng tự trọng
– **misconception** quan niệm sai lầm

62 THE QUALITIES WE PRIZE IN OUR CHILDREN

A recent international study has shown some surprising and apparently contradictory results on the question of the priorities parents around the world have when raising their children. While the survey showed that some virtues are universally prized, interesting regional and national trends emerge when parents are asked to rate the importance of various qualities they wish to instil in their children.

Parents around the world seem to agree that good manners, a sense of responsibility and respect for others are important qualities to teach their children. But while West Europeans give all three qualities more or less equal importance, East Europeans and North Americans rate a sense of responsibility as by far the most important, and relegate respect for others to fourth place.

Interestingly, a sense of imagination ranked the lowest priority worldwide, although West Europeans gave the quality of flexible thinking twice the importance any other group did. The Italians stress the virtue of cultivating their youngsters' imagination more than most others surveyed, with the exception of Switzerland. The supposedly staid Swiss prize imaginative youth.

Etiquette-minded Belgians, Spaniards and Greeks placed the highest premium on politeness, while the Danes and Swedes put good manners lowest on the list. The newly-capitalist Eastern bloc countries also rated good manners as relatively unimportant, perhaps because **they** are being confronted with commercial competition for the first time. Together with the Swiss and the Turks, on the other hand, they prized the ability to communicate with others.

The virtues of tolerance and respect for others were most highly regarded in Scandinavia, France, Britain, Switzerland, the Netherlands and Spain. This was not the case in Greece and the former Eastern bloc nations, which rated these as being of lesser importance.

Germans, Austrians and Swedes esteem personal independence, but the industrious French hold the quality of conscientiousness at work more dear than any other European nationals. The responses in the industrialized nations of Sweden and Britain showed, perhaps bewilderingly, that nationals of those countries gave little importance to conscientiousness at work.

Polite Belgians answered that for them, obedience is among their paramount values; this sentiment is shared to a lesser degree by the British, Greeks and Irish. The Italians, according to their questionnaires, ranked this very low.

When rearing their children, the Greeks, Turks and Irish are alone in their emphasis on instilling strong religious beliefs.

One of the primary difficulties the researchers faced was translating the questions as perfectly as possible in order not to distort the result. "Imagination", for example, can be translated into Dutch as "conceitedness"; perhaps this explains why the Dutch appeared to give imagination a low priority.

Also, some qualities are so ingrained in certain cultures that they are taken for granted, while others are given great emphasis because they are felt to be lacking in a particular society.

1. The survey shows that ______
   A. some values are general and others vary.
   B. no patterns emerged.
   C. different nations contradict each other.
   D. there are no clear results.
2. For the North Americans, a sense of responsibility is ______
   A. more important than it is for East Europeans.
   B. more important than respect for others.
   C. as important as it is for West Europeans.
   D. as important as respect for others.
3. A sense of imagination is ______
   A. most important to the Italians.
   B. most important to the Swiss.
   C. important to all except the Swiss.
   D. equally important to the Italians and the Swiss.
4. Politeness is less important in the Eastern bloc because ______
   A. they enjoy confrontation.
   B. they are competitive people.
   C. they are still getting used to capitalism.
   D. they are relatively uncommunicative.
5. "They" (underlined) in paragraph 4 refers to ______
   A. commercial competitors.
   B. the Swiss and Turks.
   C. good manners.
   D. Eastern bloc countries.
6. Although their societies are industrialized, the British and Swedes ______
   A. are not conscious of it.
   B. are bewildered by industry.
   C. do not think hard work important.
   D. do not think their nationality important.

7. The research was difficult because ______
A. the researchers made so many mistakes.
B. the results were distorted.
C. no one knew how to translate certain words.
D. it had to be conducted in so many languages.

GLOSSARY

- **to prize** quý trọng, đánh giá cao
- **contradictory** (adj) trái ngược nhau, mâu thuẫn
- **priority** sự/ quyền ưu tiên
- **virtue** phẩm chất tốt đẹp, đức hạnh
- **to instil sth in sb** làm cho cái gì thấm nhuần vào, truyền thụ
- **to rank** xếp hạng
- **flexible thinking** sự suy nghĩ linh động/ mềm dẻo/ khoáng đạt
- **to stress** nhấn mạnh
- **to cultivate** vun đắp, trau dồi, tu dưỡng
- **supposedly** (adv) được cho là, theo như người ta nghĩ thì
- **staid** (adj) trầm tĩnh, điềm đạm
- **etiquette-minded** (adj) coi trọng phép xã giao
- **premium** tầm quan trọng
- **capitalist** (adj) thuộc chủ nghĩa tư bản
- **Eastern bloc countries** Khối các quốc gia Đông Âu
- **to be confronted with** phải đối mặt với
- **tolerance** sự/lòng bao dung
- **This is not the case (in/with)** Điều này không đúng (tại/với)
- **to esteem** quý trọng
- **industrious** (adj) siêng năng, cần mẫn, cần cù
- **conscientiousness** sự tận tâm
- **bewilderingly** (adv) dễ gây hoang mang
- **nationals** người dân (trong một nước)
- **paramount** (adj) tối cao, tột bật
- **questionnaire** bản câu hỏi thăm dò/ thẩm vấn lục
- **to rear a child** nuôi dạy một đứa trẻ
- **to distort** làm biến dạng, làm méo mó
- **conceitedness** tính tự phụ, tính kiêu ngạo
- **ingrained** (adj) đã ăn sâu vào, đã thâm căn cố đế
- **to be taken for granted** được xem là chuyện bình thường
- **to contradict each other** nói ngược nhau, mâu thuẫn nhau
- **capitalism** chủ nghĩa tư bản
- **uncommunicative** (adj) không thích giao tiếp
- **to bewilder sb** làm ai hoang mang

63

Nigel was one of my best friends. In the seventeen years we've known each other, we've done the sort of things that mates do. We've gone out for drinks together, played in a number of sad rock bands together. We've got a history, as they say.

When a personal disaster of catastrophic proportions left me out on the streets with a couple of cardboard boxes and a rucksack, it was Nigel who supplied a sofa and a well-stocked fridge. And when I got married, it was Nigel's plum-coloured Rover P5 Coupe that was waiting, engine purring, outside the registry office.

However, it came as something of a shock when I realised that I hadn't actually seen Nigel for nearly six months. What had gone wrong? It's not as if we'd fallen out. We still worked and lived in the same town. We had simply fallen victim to something that afflicts millions of men in their late twenties and thirties. They start misplacing their friends.

Once you and your mates were inseparable. Now there never seems to be enough time to cram everything in. There's work, a home, kids even. In reality, it's getting to the point where it's not so much a question of meeting up, more a question of having a reunion. It's been so long since you got together it's actually becoming embarrassing.

The irony is that you'll continue to insist that these men, whom you hardly ever see, are your closest friends in the world, even though in every meaningful sense **they** now barely qualify as acquaintances. You probably have a closer relationship with the man who collects your ticket at the railway station.

Men seem to need a practical reason to spend time together. Psychologist Dr Malcolm George says, "As men, we very much form our friendships around doing something mutually. But the problem is that the maintenance is dependent on doing the thing. When the demands of career and family kick in, those relationships get squeezed out."

Dr George believes that there is an essential difference in the nature of male and female friendship. Men have a more limited expectation of their friendships, partly because the man-woman relationship is still looked upon as the vehicle for emotional fulfilment. Men's relationships with other men are regarded as having no real emotional content. They serve a function – playing in the football team or whatever. Women actually expect to share their emotional life with their friends – that's the difference.

It seems as though your partner may determine the friends you keep. This may be because people tend to make new acquaintances at work and it's very hard to convert those work friends into family friends. When men launch into a relationship and lose contact with their friends, they make bigger demands on their partner by expecting her to supply all the friendship that's missing.

Most women want men to keep their friends – as long as they can express themselves within these friendships and talk problems over. After all, men's inability to express their feelings is one of the things that makes relationships flounder.

1. When disaster struck, Nigel ______
   A. bought his friend a fridge.
   B. provided a sofa for his friend's flat.
   C. allowed his friend to stay with him.
   D. helped his friend with his boxes and rucksack.

2. Why did the author stop seeing Nigel?
   A. They fell out.
   B. Nigel moved away.
   C. Other aspects of their lives took over.
   D. The author got married.

3. Millions of men in their thirties ______
   A. don't know where to find their friends.
   B. have disagreements with their friends.
   C. lose touch with their friends.
   D. are no longer interested in friendship.

4. Who does "they" (underlined in paragraph 5) refer to?
   A. people without qualifications
   B. the writer's relations
   C. men in general
   D. people the writer almost never sees

5. Men form friendships that ______
   A. they maintain by spending time together.
   B. can be maintained if there is a common activity.
   C. aren't dependent on career and family demands.
   D. are mutually satisfying.

6. Men don't expect a lot from their male friendships because ______
   A. their relationships with women help them with their feelings.
   B. they are not very emotional.
   C. they gain happiness from looking after their vehicles.
   D. football is more important than relationships.

7. A minority of women want ______
   A. men to stay on good terms with their mates.
   B. men to speak to their friends on an emotional level.
   C. men to break off their friendships.
   D. men to express their feelings to save their relationships.

GLOSSARY

– **mate** bạn thân
– **proportion** tỉ lệ, tầm mức
– **cardboard box** thùng các-tông
– **rucksack** cái ba lô
– **a well-stocked fridge** một tủ lạnh chất đầy thức ăn
– **plum-coloured** (adj) màu quả mận
– **to purr** (mèo) kêu rừ rừ; (động cơ) đang nổ chờ
– **registry office** phòng đăng kí kết hôn
– **irony** sự trớ trêu, sự oái oăm
– **to qualify as** đủ tiêu chuẩn để công nhận là
– **acquaintance** người quen
– **psychologist** nhà tâm lí học
– **mutually** (adv) hỗ tương, lẫn nhau
– **maintenance** sự duy trì
– **to kick in** bắt đầu lộ diện/ bắt đầu có tác dụng
– **to be/get squeezed out** bị xô ra ngoài

- **to fall out** bất đồng, xích mích nhau
- **to fall victim to sth** trở thành nạn nhân của
- **to afflict** ảnh hưởng, tác động đến
- **to misplace** đặt không đúng chỗ, để sai chỗ
- **inseparable** (adj) không tách rời nhau, luôn đi liền nhau
- **to cram everything in** nhồi nhét mọi thứ vào
- **reunion** sự đoàn tụ
- **embarrassing** (adj) gây ngượng ngùng, gây bối rối
- **to look upon sb/sth as** xem ai/cái gì như là
- **vehicle** xe cộ, phương tiện
- **content** nội dung
- **to convert sth into sth** chuyển hóa cái gì thành ra cái gì
- **missing** (adj) thiếu mất, thất lạc
- **to talk problems over** bàn bạc kĩ (để giải quyết) vấn đề
- **to flounder** lúng túng không biết xoay xở ra sao, có nguy cơ thất bại vì gặp khó khăn

64

A global television channel which will appeal to the entire world population is possible, according to research from a German institute. The author of the research, Dr Helmut Jung, chief executive officer of the Molln-based Sample Institut, says that in order to make it work, the tastes of people in various countries need to be taken into consideration.

While a possible global television channel is an ideal, in practice people in different countries have different programme preferences. In the former USSR, eighty-seven per cent of the people who took part in the research wanted to see more full-length films, compared with a global average of sixty per cent. In the Middle East, eighty-one per cent of people wanted more home-produced news, as did seventy-nine per cent in Asia. Only about half the respondents from Western Europe, North America and Japan felt they needed more domestically produced news.

In places where programming is left to television controllers rather than political or religious officials, television audiences are generally happy. Jung identified regions where many people were unhappy with programming schedules, including Central Europe, the former USSR and Latin America, as having state-run television, whereas regions such as Western Europe and North America, which have independent programming, got a clean bill of health.

Despite his confidence that global television will eventually arrive, Jung thinks there is a more realistic alternative for the near future, namely "Multicultural Regional TV" or MRTV. Speaking recently in New York, Jung said, "I'm convinced that the concept of global television is basically promising and that the process of globalisation will continue and will first of all happen in the area of media and telecommunications. But I'm also convinced that the idea of global television will be restricted to a limited number of channels and to specific types of programmes. The options for the next twenty or thirty years will be more in the area of regional television."

Jung also said that global television's time had not yet come. It would have to omit certain programmes due to unpopularity in certain regions which other people might want to see. Viewers still prefer home-produced news, and cultural differences remain. For example, Asian audiences look for education, while Latin Americans and Europeans generally reject violent programmes.

Jung's research has been supported by surveys in Europe which found that pan-European channels such as Eurosport were tempting more people to watch television. The presence of international channels, for example, increased the average number of hours of television watched by wealthier people in Austria, Germany and Switzerland by fifteen per cent and in southern Europe by three per cent.

It remains to be seen what implications the globalisation of television will have. It is certain to strengthen the position of English as the top language for media in the world, and may undermine the status of the languages of more economically disadvantaged cultures. But despite increasing internationalism, national differences remain.

1. Jung feels that global television could be possible if ______
   A. everybody's opinion is taken into account.
   B. only popular programmes are considered.
   C. various studies were carried out.
   D. each country is considered individually.

2. According to research, people in the former USSR ______
   A. didn't watch the news because they weren't interested in current affairs.
   B. were happy with their programme schedules.
   C. preferred to watch a film than to play a sport.
   D. thought that the number of films shown on their national television stations was inadequate.

3. Some Japanese viewers felt that ______
   A. their news programmes were not good enough.
   B. they didn't have enough news programmes.
   C. they didn't have enough Japanese news programmes.
   D. they wanted news programmes like western European ones.

4. According to Jung's survey, TV viewers across the world were happy ______
   A. when schedules were completely unregulated.
   B. when TV controllers wrote the programmes.
   C. when TV controllers decided on schedules.
   D. when most programmes had a political or religious content.

5. How does Jung feel about global TV?
   A. He is positive about it.
   B. He is negative about it.
   C. He thinks it could work in certain areas.
   D. He has mixed feelings about it.

6. What is Jung's prediction about the future?
   A. Everyone will watch the same TV programmes.
   B. Global TV is impossible because of differing tastes.
   C. MRTV is more likely to succeed in the long run.
   D. MRTV is the most probable short-term development.

7. The advent of global TV could mean that minority languages ______
   A. will become economically disadvantaged.
   B. will become more internationally accepted.
   C. will be overwhelmed by English.
   D. will highlight national differences.

GLOSSARY

– **to appeal to sb** hấp dẫn, thu hút ai
– **chief executive officer** giám đốc điều hành
– **Molln-based** (adj) đặt cơ sở tại thị trấn Molln (ở Áo)
– **the former USSR** Liên Xô cũ
– **a full-length film** một bộ phim có độ dài đúng chuẩn
– **home-produced news** tin tức được sản xuất trong nước
– **respondent** người tham gia trả lời cuộc thăm dò
– **programming** việc hoạch định chương trình
– **official** viên chức
– **state-run** (adj) do nhà nước quản lí
– **a clean bill of health** giấy chứng nhận đủ sức khỏe
– **realistic** (adj) có tính hiện thực
– **alternative** phương án khác để chọn lựa, chọn lựa thứ hai
– **Multicultural Regional TV** Truyền Hình Khu Vực (nhưng có tính) Đa Văn Hóa
– **globalisation** sự toàn cầu hóa
– **to be restricted to** bị giới hạn lại trong phạm vi
– **to reject** bác bỏ, khước từ
– **pan-European** (adj) liên Châu Âu, toàn Châu Âu
– **It remains to be seen** Vẫn chưa thấy rõ
– **implication** hậu quả, hệ lụy
– **to undermine** phá hoại, làm sụp đổ
– **economically disadvantaged** (adj) thiệt thòi về mặt kinh tế
– **unregulated** (adj) không bị ràng buộc bởi các qui định, không bị khống chế
– **to have mixed feelings about sth** có những cảm nhận trái ngược nhau về
– **to be overwhelmed by** bị thống trị bởi
– **to highlight** làm nổi bật

65

If the very idea of a fitness routine leaves you feeling exhausted and you shiver at the thought of jogging round the park in the winter wind, then Qigong might be just the form of exercise you are looking for.

This new gentle form of oriental gymnastics is composed of a system of meditative exercises which involve standing in a series of postures for up to half an hour a day, or combining simple movements with breathing exercises. Although this type of exercise does not build muscles, it is quickly growing in popularity as it is considered to be a good way of reducing stress, stimulating the circulation and strengthening the body's immune system.

Qigong, literally translated, means training your energy, and has been compared to acupuncture without needles. According to Chinese beliefs, *qi* is vital energy which circulates within the human body and throughout nature. Qi is thought to flow along a system of bodily channels, similar to the way that sap flows through a tree. Consequently, Qigong is based on the hypothesis that illness and psychological problems are caused when the natural energy flow is blocked or deficient. Qigong directs energy to the trouble spot, and can be used to alleviate allergies, asthma, hypertension, insomnia and rheumatism. This method has also been shown to be successful in treating obesity; one patient who weighed 230 kg was able to lose 70 kg. Another Dutch patient weighed 168 kg when her father took her to a Qigong practitioner two years ago. "I was very sceptical," she says. "I'd tried so many diets, but I always put weight back on again." Once she started the Qigong routine her weight began to drop, despite only minor modifications to her diet. In six months she lost 50 kilos. "It's not difficult at all. Since I started doing the exercises I haven't been so hungry and I've had more energy, so I'm more active."

Chinese practitioners have found it difficult to persuade the western mind of the powers of Qigong. But although conventional medicine cannot explain it, governments keen to cut rising healthcare costs are endorsing it. In Germany, for example, Qigong is available on the national healthcare system, and many doctors are prescribing it for aches, swellings and allergies. Many patients who have suffered from allergies for years have found that, since starting Qigong, they haven't been ill at all, or only suffer from very slight allergic reactions.

In Europe, for the most part, it has been used to treat relatively minor conditions, but recently Qigong has achieved dramatic results with more serious conditions. In one case a French air stewardess was told by her doctor that she only had a few months to live because she had cancer. Conventional treatment, including chemotherapy, had been unsuccessful. **It** made her so ill that she nearly died. After starting Qigong, however, the patient immediately began to feel better. Subsequently, the doctors could find no further traces of the disease and the patient was able to return to work. While this may sound like a miracle, one should point out that Qigong may not necessarily cure everyone, as it depends on how much you exercise and on the individual's psychological motivation. Nevertheless, even if it does not cure you, it has the potential to prolong your life.

1. Qigong is perfect for those who ______
   A. do not like vigorous exercise.
   B. enjoy jogging.
   C. are exhausted.
   D. do not enjoy routines.

2. Qigong ______
   A. is a type of body building.
   B. helps the body fight disease more effectively.
   C. is a form of acupuncture.
   D. is like aerobics.

3. Qi is believed to be ______
   A. the training of energy.
   B. a channel in the body.
   C. the life-force.
   D. the circulatory system.

4. Some governments approve Qigong because ______
   A. they are keen on it.
   B. it is cheap.
   C. they have been persuaded that it works.
   D. it is better than conventional methods.

5. In Europe, Qigong has mainly been used ______
   A. for serious conditions.
   B. for those who can't afford private treatment.
   C. for easily treated ailments.
   D. for those with allergic reactions to drugs.

6. What does "It" (underlined in the last paragraph) refer to?
   A. cancer
   B. Qigong
   C. the established way of treatment
   D. limited life expectancy

7. According to the conclusion of the passage, Qigong ______
   A. will definitely make you live longer.
   B. will only cure you if you believe in it.
   C. has miraculous effects.
   D. is ineffective.

GLOSSARY

- **fitness routine** việc tập thể dục hằng ngày
- **to shiver at the thought of** rùng mình khi nghĩ đến
- **Qigong** Khí Công
- **meditative** (adj) thuộc về suy tưởng, thuộc thiền quán
- **posture** tư thế của cơ thể
- **circulation** sự tuần hoàn
- **immune system** hệ miễn dịch
- **literally** (adv) theo nghĩa đen của từ
- **acupuncture** khoa châm cứu
- **bodily channels** các kinh lạc trong cơ thể
- **sap** nhựa cây
- **hypothesis** giả thuyết
- **to be blocked** bị tắc nghẽn
- **to alleviate** làm giảm nhẹ
- **allergy** sự dị ứng
- **asthma** bệnh hen suyễn
- **hypertension** chứng tăng huyết áp
- **insomnia** chứng mất ngủ
- **rheumatism** bệnh thấp khớp
- **obesity** chứng béo phì
- **practitioner** người đang luyện tập/ truyền dạy (một pháp môn)
- **sceptical** (adj) hoài nghi
- **modification** sự sửa đổi
- **conventional** (adj) thông thường, theo quy ước
- **to endorse** chấp thuận, tán thành, chứng thực
- **swelling** chỗ sưng
- **allergic** (adj) do dị ứng gây ra
- **chemotherapy** phép hóa trị
- **trace** vết tích, dấu vết
- **to prolong** kéo dài
- **the circulatory system** hệ tuần hoàn

66

LEAVING THE RAT RACE

Many people long to escape from the hustle and bustle of modern-life. But few people would actually give up a warm comfortable home to move to a remote island in the middle of the North Sea. The Sirrs family, however, decided to do exactly that. Unhappy with their busy lifestyles they sold their 400 year-old cottage in Yorkshire to move to the tiny Scottish island of Graemsay.

Incredibly, for less than the price of a modest semi-detached house, it was possible to buy half of the island. Attracted initially by the low price, Rob and Jill contacted the agent concerned and discovered that "the estate" advertised actually comprised a post office, six houses and a private sandy beach – all for £60,000.

Interested, the young couple and their three children decided to go and have a look. Knowing that the island would look its best in the summer, they chose to view the property in December. They didn't want to be under any illusions. Despite a seasonal chill, the weather was clear and the sea calm. The island looked more beautiful than they could ever have imagined. While they left their children playing on the beach, the Sirrs looked around and realised that the deal was even more astonishing than they had first thought. The six-bedroom house came with a farm and 300 acres of land.

Once on the island the Sirrs tried to imagine what life could be like for them. They were anxious to meet their neighbours as soon as possible. However, they had no need to worry. On that first trip they met up to half of the sixty or so island inhabitants and were given a warm welcome! The couple were thrilled that the people of Graemsay were so friendly. Many of **them** urged the couple to complete the transaction as soon as possible. Within two weeks of their visit, the Sirrs' bid of £55,000 was accepted.

The move has brought new challenges to the family. Rob and Jill have started a sheep farm and renovated the cottages to rent out as holiday homes. They insist that the only thing they miss about their previous life is going to the cinema. If anything, moving to the remote island has brought the family closer together.

Before they moved, the Sirrs thought long and hard about bringing their children up in such a remote place. But the children are young enough to adjust and seem happier in the new environment.

They are content with their own company and make their own entertainment. Although they are the only pupils at the local school, they receive lots of attention and are able to take advantage of the school's modern facilities.

Since the move, the family have been visited by many friends who are envious of their beautiful surroundings. The family consider themselves lucky. For very little cost, they have all the benefits of a beautiful place to live. They also hope that by improving their property they can, in future, give something back to the island.

1. Why did the Sirrs family move to the island?
   A. They had always wanted to live on an island.
   B. It was a chance to escape.
   C. They hated Yorkshire.
   D. Their children were unhappy at school.

2. They decided to visit the property in December because _____
   A. it was the only time of year they could travel.
   B. the weather was unusually good.
   C. they wanted to spend Christmas in Scotland.
   D. they wanted to see what the place was like at the worst time of the year.

3. When they first visited the island, the Sirrs ______
   A. were a little shy and felt isolated.
   B. could not imagine what their neighbours would be like.
   C. wanted to get to know the island people.
   D. were anxious about meeting the island people.

4. Which best describes the Sirrs' feelings before the move?
   A. excited but apprehensive
   B. nervous and worried
   C. happy and calm
   D. sad but resigned

5. What does "them" (underlined in paragraph 4) refer to?
   A. The Sirrs.
   B. Their children.
   C. Their next door neighbours.
   D. The people of the island.

6. Their neighbours ______
   A. told them to buy the property before someone else got it.
   B. urged them to bid a higher price.
   C. told them that £55,000 was acceptable.
   D. urged them to complete the sale of their house in Yorkshire.

7. One advantage mentioned of being the only students is ______
   A. peace and quiet.
   B. little financial cost.
   C. greater use of school resources.
   D. fewer discipline problems.

GLOSSARY

– **the rat race** cảnh sống bon chen đua đòi
– **to long to do sth** khao khát làm gì
– **the hustle and bustle** sự xô bồ, sự sôi động
– **estate** khu nhà đất, khu bất động sản
– **to comprise** gồm có
– **to be under an illusion** chịu ảnh hưởng của ảo tưởng
– **chill** cái cảm giác lạnh
– **deal** sự thỏa thuận mua bán
– **acre** mẫu đất (Anh)
– **thrilled** (adj) cảm thấy hồi hộp thú vị
– **to urge sb to do sth** thúc giục ai làm gì
– **transaction** sự giao dịch mua bán
– **bid** giá đưa ra để thương lượng
– **to renovate** tân trang, đổi mới
– **to rent sth out** đem cái gì ra cho thuê
– **to be content with their own company** hài lòng với việc tự làm bạn với nhau
– **envious of** (adj) ganh tỵ với
– **apprehensive** (adj) lo sợ, e sợ
– **resigned** (adj) tỏ ra cam chịu, nhẫn nhục
– **to bid a higher price** trả một giá cao hơn

67

NEW LINK FOUND BETWEEN HUMANS AND MAD COW DISEASE

Mad Cow Disease is a deadly illness of the brain and it is the non-technical term for BSE or Bovine Spongiform Encephalitis. This is so difficult to say that journalists and even some doctors prefer the more vivid Mad Cow Disease. It is believed to be caused when cows eat food made from the bones and organs of diseased animals, particularly sheep. Cows are basically vegetarian and the policy of farmers in Britain of feeding them a cheap, meat-based diet seems to be responsible for Mad Cow Disease.

When the disease appeared in the 1990s, it caused a huge controversy, but it had first been discovered in cows in the late 1980s. Many people began to be afraid to eat beef because it was not known whether the disease could be caught by humans who ate meat from infected cows. The disease in its human form is known as Creutzfeldt Jakob Disease or CJD, and it became familiar to the general public, not only in Britain but also in Europe, when several people were thought to have died from the disease after eating beef infected with BSE. In 1996, several European governments banned the import of beef products from Britain. This action caused outrage in Britain in the popular press and amongst government ministers, who continued to claim the link between Mad Cow Disease and CJD had not been scientifically proven.

The British government now admits that people might get Creutzfeldt Jakob from eating beef, after scientists found symptoms of CJD, which is always fatal, in ten victims. Since then, the sales of beef have dropped dramatically, except amongst the poorer members of the community, who have taken the opportunity of a drop in prices to enjoy beef in a way they could not in the past. Fast food stores all over Europe have begun to market a new (and they claim even tastier) version of their popular burger, the "vegiburger", which does not contain meat.

Scientists working in Britain have now published evidence in the science journal *Nature* that could show Mad Cow Disease and CJD are closely connected. They say brain proteins linked with both diseases show very close similarities. This could explain why people develop CJD after eating meat from cows infected with BSE. The research could also explain why people never got CJD from eating sheep, which also suffer from a kind of "mad sheep disease". We do not share the protein "prion" with sheep, but it is something people and cows have in common.

What happens exactly when human beings get the disease? The key seems to be the protein prion. Normal prions are important if the brain is to function normally. When things go wrong with prion, however, the brain becomes sponge-like, which is also what happens in cows who suffer from Mad Cow Disease. Scientist Professor Krakauer and his colleagues have been exploring genetic similarities between humans and cows. "We needed to find a similarity we share with cattle that we don't share with sheep," said Krakauer, "and that's what we have found." They compared cow prion genes and human prion genes to those found in other animals, such as sheep and monkeys. They found two striking similarities in cows, humans, chimpanzees and gorillas. Scientists believe these findings "have to be taken seriously as they are the first that link humans with cattle."

1. We use the expression Mad Cow Disease because _____
   A. it is more accurate.
   B. it is easier to say.
   C. it links cows with people.
   D. it sounds less scientific.

2. Cows are infected with the disease because _____
   A. they need a vegetarian diet.
   B. they are forced to eat dead sheep.
   C. they eat meat from infected cows.
   D. they are fed parts of diseased animals.

3. As a result of Mad Cow Disease _____
   A. people have stopped eating meat.
   B. good meat has become expensive.
   C. poor people are eating more beef.
   D. a new kind of beefburger has been invented.

4. Scientists believe CJD _____
   A. is caused by eating beef.
   B. may be caused by eating sheep's meat.
   C. is caused by lack of proteins.
   D. may be caused by eating beef.

5. What do we know about mad sheep disease?
   A. It is dangerous to humans.
   B. It could be fatal.
   C. It is similar to Mad Cow Disease.
   D. It cannot cause CJD.

6. Prion is protein found in _____
   A. sheep and cows.
   B. people and sheep.

C. cows and people.
D. a number of animals.

7. What does the passage suggest about our understanding of Mad Cow Disease ______
A. We know little about the real causes.
B. There is no danger in eating meat.
C. little progress has been made by scientists.
D. We know things we did not know before.

GLOSSARY

– **Mad Cow Disease** Bệnh Bò Điên
– **non-technical term** tên gọi không mang tính kĩ thuật
– **vegetarian** (adj) (thú) ăn cỏ; (người) ăn chay
– **controversy** sự tranh cãi
– **outrage** cơn phẫn nộ
– **minister** bộ trưởng
– **fatal** (adj) gây chết người
– **to market** tung ra thị trường
– **version** phiên bản
– **burger** món thịt bò băm
– **sponge-like** (adj) xốp như bọt biển
– **genetic** (adj) thuộc di truyền
– **gene** gien
– **striking similarities** những điểm tương đồng rất rõ rệt
– **chimpanzee** con tinh tinh
– **gorilla** con khỉ đột

68 CHARLIE CHAPLIN – A COMIC GENIUS

His early life was a time of great hardship. He was born in a very poor part of London, but his family were at first well off enough to afford a maid. However, while he was still a child, his family gradually lost everything. His father was a comedian and his mother worked as a dancer and singer. Neither of them was very successful and the family had very little money. They were so poor that, at one time, he and his brothers had only one pair of shoes between them and they had to take turns wearing them. His father eventually deserted the family and later died of alcoholism. The strain caused by this desertion affected his mother deeply. Her career fell apart and in the end she became insane. When his mother had to go into an asylum, he was sent to an orphanage.

The first time he himself earned any money was by dancing and singing when he was only five years old. As a young boy he had many different jobs, but what he loved most of all was working in the theatre. As he said in his autobiography, he felt quite "at home" on the stage, in more ways than one – the stage became an escape from the pain of his family life. When he was about fifteen, he joined a travelling theatre company and went on trips to America. On one such tour he was offered a part in a film, so he went to Hollywood, where eventually he became both an actor and a film director.

In his films we see the influence of his early life: a strong feeling of pity for the poor, a romantic view of women (he worshipped his mother) and a love of applause. His comedies were immediately successful. As well as making policemen look foolish, he also often used the situation where people find themselves in a ridiculous position, but refuse to admit they have a problem. The best example of this is the drunken man who, though obviously drunk in the way he walks and talks, tries to pretend he has not touched a drop. One of his most famous roles is the little tramp who tries but fails to be a gentleman, and so makes us laugh. His films are not always comic; they are often sad and some, like *The Great Dictator*, contain a strong political message.

As a director he was known to be a perfectionist and sometimes made actors repeat a scene many times until he was finally satisfied with it. Many of the people he worked with found him mean and tyrannical, but it was probably his early experiences of poverty that made him so anxious to be successful. He is undoubtedly the most popular comedian of all time. He died in Switzerland in 1977 at the age of 88. There is now a statue of him in London, the city of his birth.

1. Although the family were poor ______
   A. they got on well with each other.
   B. they quickly became famous.
   C. things had once been better.
   D. they were able in make ends meet.

2. His mother's career ended when ______
   A. she began to drink too much.
   B. she went mad.
   C. her husband left her.
   D. she became too old.

3. What he liked most about the theatre was ______
   A. that it helped him to forget his problems.
   B. the money he earned.
   C. the applause of the audience.
   D. that his family worked there.

4. In what way did his early life affect his work in cinema?
   A. He wanted to make people laugh.
   B. He made a film about his mother.
   C. He showed the life of the poor.
   D. He wanted his films to make money.

5. The drunken man is funny because ______
   A. he behaves seriously.
   B. he talks in a drunken manner.

C. he behaves as if he is sober.
D. he keeps falling down.

6. His films can be described as ______
A. just entertainment.
B. political and romantic.
C. serious and comic.
D. love stories.

7. What was he like as a director?
A. He was difficult to please.
B. He was keen to please everyone.
C. He was anxious to finish.
D. He was never satisfied with his work.

GLOSSARY

– **comic** (adj) hài hước, khôi hài
– **genius** thiên tài
– **well off** (adj) khá giả
– **maid** cô giúp việc
– **comedian** diễn viên hài
– **to take turns doing sth** thay phiên nhau làm gì
– **to desert sb** bỏ rơi ai
– **alcoholism** sự nghiện rượu
– **strain** sự căng thẳng
– **desertion** sự bỏ rơi (gia đình)
– **to fall apart** sụp đổ
– **insane** (adj) điên loạn
– **asylum** nhà thương điên, bệnh viện tâm thần
– **orphanage** trại trẻ mồ côi
– **autobiography** tự truyện, tiểu sử tự viết
– **travelling theatre company** gánh hát rong
– **romantic** (adj) thơ mộng, lãng mạn
– **to worship** tôn sùng, sùng bái
– **applause** sự/ tràng vỗ tay tán thưởng
– **ridiculous** (adj) lố bịch
– **drunken** (adj) (dùng trước danh từ) đang say rượu
– **drunk** (adj) (dùng sau động từ liên kết để mô tả chủ ngữ) đang say rượu
– **tramp** kẻ vô gia cư, kẻ du thủ du thực
– **gentleman** quý ông
– **perfectionist** người cầu toàn
– **mean** (adj) keo kiệt
– **tyrannical** (adj) độc đoán, độc tài
– **sober** (adj) tỉnh táo (= không say rượu), sáng suốt

69

When my Uncle Alan turned up at my thirteenth birthday party without a present, I couldn't hide the disappointment on my face. He was my favourite uncle, and he always bought me fantastic presents.

"Don't look so sad, Anna," he said kindly. "I haven't forgotten to get you a present. I just couldn't bring it with me. Tomorrow, I'm taking you abseiling."

"I didn't know you had a boat," I said.

"No, not sailing! Abseiling!"

"What's that?" I asked. "I've never heard of it."

"You'll see," he said mysteriously.

Early the next day, Uncle Alan drove me to Lamerton Adventure Park. I'd never been there before, but had often told my mum and dad how exciting it sounded. As we drove through the gates, it seemed that, once again, Uncle Alan had found me a birthday present I'd never forget. When we arrived, we went to find my instructor, a friendly young woman called Isabelle. She put me completely at ease, and I knew that, whatever I was going to be doing, I'd be quite safe with her.

"So, Anna, have you ever been abseiling before?" she asked. I admitted I didn't even know what abseiling was. "Well, it's always fun to experience something new, isn't it?" she said.

We walked through the park, and ended up at a rocky hill. The biggest rock face was extremely high and steep, but there were smaller, easier faces too. When I saw the equipment waiting for me – a rope, a harness and a helmet – I guessed what I was going to be doing.

"Oh, I'm going rock climbing!" I said excitedly.

"Not exactly," said Uncle Alan.

Isabelle explained. "With rock climbing, you start at the bottom and go up, but with abseiling, you start at the top and go down." Now I understood.

We carried the equipment up a path to the top of the smallest rock face. I carefully looked over the edge. The ground was about five metres below. "This is going to be fun," I thought. Isabelle tied the rope carefully to a metal ring, and then threaded it through my harness, which by now I was wearing round my waist. She threw the other end of the rope over the edge of the rock face, and it fell to the ground.

"This is where I say goodbye," said Uncle Alan. "I'm going back down to the bottom. I'll be holding the other end of the rope, so you'll be quite safe. See you when you come down!" Isabelle was the perfect instructor. She talked me through what to do step by step. I stood on the edge of the rock face with my back to the drop. My left hand was holding the rope in front of me, my right hand holding the rope behind me. "Now," she said, "gently lean back." This was the most difficult part. It's a terribly scary experience leaning back over a cliff, especially the first time you attempt it, and for the first few minutes I wondered whether I could actually do it. Finally, I decided to risk it. I didn't want Uncle Alan thinking I was a coward. Keeping my feet still, I leant back a little. Then a little more.

"Fantastic!" shouted Uncle Alan from below me.

"That's wonderful," said Isabelle. "Now, slowly start to walk down the rock." It was more like bouncing than actual walking, but I started to go down. It didn't take long to reach the bottom, but I felt a huge sense of achievement when I put my feet on the ground next to Uncle Alan.

"I'm so proud of you!" he said. "Do you want to try a higher rock face now?" "You bet!" I said. "The higher, the better!"

1. When Uncle Alan saw Anna's disappointment, he realised that ____
   A. he should have brought a present with him.
   B. he really was her favourite uncle.
   C. she thought he had forgotten to bring her a present.
   D. he had to take her somewhere the next day.
2. Anna had frequently told her parents that ______
   A. Lamerton Adventure Park appealed to her.
   B. she had never been abseiling before.
   C. Uncle Alan's birthday presents were unforgettable.
   D. abseiling sounded like a very interesting activity.
3. Isabelle made Anna ______
   A. admit how little she knew about the park.
   B. feel totally secure and comfortable.
   C. think about previous enjoyable experiences.
   D. realise that abseiling would be easy.
4. When Anna saw the equipment, she ______
   A. understood immediately what abseiling was.
   B. tried hard to guess what it would be used for.
   C. asked Isabelle for an explanation.
   D. still didn't understand what she would be doing.
5. Uncle Alan didn't stay at the top of the rock face because ______
   A. he wanted to see Anna when she reached the bottom.
   B. he had to hold the rope at the bottom.
   C. the rope had fallen over the edge by mistake.
   D. he thought she would be safer without him up there.
6. As Anna started to lean back, she ______
   A. felt extremely frightened.
   B. wondered if she was a coward.
   C. knew she had to risk the danger.
   D. remembered the first time she'd done this.
7. After reaching the bottom, Anna ______
   A. thought she had achieved enough for one day.
   B. wanted to abseil down a more difficult rock face.

C. made a bet with her uncle about the height of the rock.
D. felt relieved to be on the ground again with her uncle.

GLOSARY

- **abseiling** môn thể thao tụt xuống núi bằng dây thừng
- **to put sb at ease** khiến ai an lòng/ cảm thấy dễ chịu
- **steep** (adj) dốc đứng
- **harness** bộ dây nịt (đeo quanh người nhảy dù hoặc leo núi)
- **to thread** luồn sợi dây qua
- **drop** chỗ mặt đất thụt xuống, dốc đứng
- **to lean back** ngả người ra sau, dựa ngửa ra
- **scary** (adj) đáng sợ
- **coward** kẻ nhát gan, kẻ hèn nhát
- **to bounce** nẩy bật lên (như quả bóng)
- **"You bet!"** "Đương nhiên rồi!"; "Dĩ nhiên!"

70

Oliver glanced at his watch. There were ten minutes left until the supermarket closed and he was rushing round, quickly dropping things he needed for the weekend into his trolley. He hadn't been in his own flat long and now his mother had invited herself for dinner the following day. He really wanted to impress her with his ability to cope on his own, but he knew that the usual critical comments would soon appear if everything wasn't perfect. He hoped that the three days he'd spent cleaning the place from top to bottom wouldn't be wasted, and he'd even gone so far as painting the front door. His mother wouldn't notice that, though, of course. What she would notice was the dust on top of the pictures, or the old sofa, or one of a thousand other things that Oliver had forgotten about. Still, he was determined to give her a good meal, and maybe that would put her in a slightly better mood than usual.

He checked his shopping list again and bent over to look through his trolley. He mentally ticked off the items and then realised that he still needed eggs. As he straightened up to set off towards the dairy section, there was an enormous collision, a clatter of tins and a loud shriek of pain. When Oliver had recovered his balance, he saw an attractive woman of about nineteen on her knees, putting tins and vegetables back into a handheld basket.

"Why don't you watch where you're going?" she snapped at him over her shoulder. "Some people just have no manners. Honestly ..."

"Er ... sorry," stammered Oliver. "Let me help you." He began to pick tins up. "It really wasn't my fault, though, you know. I was just ..." The girl grabbed a tin of tuna from his hands.

"Never mind," she said, her basket now full, and she strode off down the aisle without looking back. Oliver watched her go and sighed. He never seemed to have much luck with girls. Maybe that was just what he needed to show his mother how grown up he was. He turned back to his own trolley and began to push it. Maybe if she came to dinner and he introduced her to an intelligent, charming young woman then she would stop calling him every day to check he was okay. As Oliver thought about this possibility, something caught his eye and he stopped his trolley. There was a red leather purse on top of his shopping. It must have come out of the girl's basket and landed in his trolley. Oliver quickly glanced around, looking for the girl. She wouldn't be able to pay for her shopping. He picked up the purse, left his trolley and sprinted towards the line of checkouts.

When he got there, he scanned the lines of customers waiting to pay. There were about a dozen queues, but Oliver couldn't see the girl in any of them. Thinking that she must still be shopping somewhere in the supermarket, Oliver turned to go and find her when he suddenly heard a familiar voice at the front of the queue next to him.

"I'm sure I had it here a minute ago. I want to speak to the manager. I think it's been stolen. It must be someone in this supermarket because I know ... "

She stopped as she realised that Oliver was standing next to her, holding her purse out towards her.

"Lost something?" Oliver asked.

The girl smiled, then recognised Oliver and frowned, before her expression softened again and she took the purse with a faint smile on her lips.

"Thanks," she said quietly.

1. Oliver is anxious to prove to his mother that he ______
   A. has learned a lot about cooking.
   B. is capable of living independently.
   C. knows she looked after him very well.
   D. has learned not to be so negative.

2. When she visits his flat, Oliver's mother will ______
   A. appreciate the effort he has made.
   B. find something she isn't happy about.
   C. help him do up his flat.
   D. remind him to get new furniture.

3. The young woman drops her shopping because ______
   A. she and Oliver bump into each other.
   B. her basket is too full.
   C. she is frightened by Oliver.
   D. she feels pain in her knees.

4. When Oliver offers to help, the young woman ______
   A. forgives him for what he has done.
   B. shows that she doesn't trust him.
   C. thanks him despite her anger.
   D. refuses to listen to his explanation.

5. Oliver thinks that his mother might give him more independence if he ______
   A. found a friend for her.
   B. had a girlfriend.
   C. told her to stop phoning him.
   D. had nicer friends.

6. When he sees the purse, Oliver realises that ______
   A. he might be accused of theft.
   B. there's no money in it.
   C. he could get his revenge.
   D. it fell into his trolley by accident.

7. Oliver manages to find the girl because he ______
   A. sees her standing in one of the queues.
   B. knows where she is still shopping.
   C. recognises her voice when she speaks.
   D. joins the same queue as her.

GLOSSARY

- **to glance at** liếc mắt nhìn
- **trolley** xe đẩy mua hàng trong siêu thị
- **to cope on ones' own** tự mình xoay xở lấy
- **critical comments** những lời chỉ trích
- **to (even) go so far as doing sth** thậm chí là (làm gì đó) để.../ đi xa đến mức là
- **mentally** (adv) thầm ở trong đầu
- **to tick sth off** đánh dấu cái gì đó là đã mua/làm xong
- **to straighten up** đứng thẳng người lên
- **dairy** (adj) thuộc sản phẩm từ sữa bò
- **collision** sự va chạm/ đâm vào nhau
- **clatter** tiếng kêu loảng xoảng
- **tin** hộp kim loại/ lon thiếc
- **shriek** tiếng la thét
- **to recover one's balance** lấy lại thăng bằng
- **handheld basket** chiếc giỏ xách
- **to snap at sb** xẳng giọng với ai, nói như mắng ai
- **to have no manners** tỏ ra bất lịch sự
- **to stammer** nói lắp bắp
- **to grab** chộp lấy
- **tuna** cá ngừ
- **to stride (strode – stridden)** sải bước, rảo bước
- **aisle** lối đi giữa hai hàng ghế/ hai dãy kệ trong siêu thị
- **to caught one's eye** khiến ai chú ý/ đập vào mắt ai
- **to sprint** chạy nhanh, chạy vù
- **checkouts** những người đang sắp hàng chờ thanh toán tiền
- **to scan** nhìn lướt qua
- **to frown** cau mày (tỏ vẻ khó chịu)
- **to soften** trở nên dịu lại/ mềm đi
- **faint** (adj) mơ hồ, xa xôi
- **to bump into each other** va vào nhau

71

I looked out of the window again and then back at the clock. "Typical Helen!" I thought to myself, wondering what excuse she would try this time. We had had this arrangement for a year now. We took it in turns to drive to work, stopping along the way to pick the other up. It saved petrol and was better for the environment, which was something that Helen claimed to care about, although I had seen her empty her ashtray out of the car window more than once. For me, the main advantage was the stress reduction. If I could avoid battling the city centre traffic a few days a week, I'd put up with any amount of meaningless gossip along the way. A car horn sounded and I looked up to see Helen waving from her car window and pointing at her watch as if to say, "Hurry up". I deliberately sat down out of view and counted to thirty before picking up my jacket and bag and heading towards the car, locking the front door behind me.

"Sorry, Vanessa!" Helen called. "Justin just wouldn't get ready for school this morning." If Helen's excuses were to be believed, then Justin was the most difficult child imaginable. He also seemed to be the unluckiest, having suffered from half a dozen different minor illnesses in the last month alone. It was strange that he never seemed to have any problems on mornings when it was my turn to drive.

"Never mind," I replied, fastening my seat belt. "We should be okay." Helen set off and we joined the rush hour traffic.

"Did you read the report?" she asked me after a minute and I nodded. "What did you think?"

I had been expecting the question, but still I hesitated for a moment. I couldn't say what I really thought, which was that Helen would be lucky to keep her job because the report was very critical of her department. Helen glanced at me.

"I know," she said. "It's bad, isn't it? I knew that Peterson was out to get me."

Carl Peterson was the area manager. The report was the result of a month-long study of the company and we had all been asked to read it over the weekend. I understood why Helen didn't get on with him. Both were determined to get to the top in the company. The difference was that where Helen had no idea how to deal with other people and spent her time finding ways of avoiding blame, Carl was a talented manager.

"I'm sure that's not the case," I said. "He's just doing his job." Helen's lips tightened. "Hmm," she said. After a moment, she continued. "Look. I know I'm not perfect, but it's not my fault. I ..."

Just at that moment, a young child on a bicycle pulled out into the road in front of us. I shouted "Look out!" and Helen slammed on the brakes and turned the wheel quickly. There was a crunch of metal as we hit the back of the car in front, which had stopped at the traffic lights. The boy glanced over his shoulder before quickly pedalling off. Steam began to rise from under the bonnet. Helen hit the steering wheel in anger and frustration. "You okay?" I asked.

"Yes, fine," she replied, and then I saw her expression change from anger to shock and she let her head fall forward onto the wheel. I followed where she had been looking and saw what she had seen. The driver of the other car had got out and was standing by the car, looking at us with a fixed expression. It was Carl Peterson.

1. When Vanessa thinks "Typical Helen!" she implies that ______
   A. she feels sorry for Helen.
   B. Helen is often late.
   C. Helen will be in a hurry.
   D. they will be late for work.

2. Vanessa mentions Helen emptying her ashtray to show ______
   A. how much Helen's views on the environment have changed.
   B. how their arrangement makes a big difference to pollution.
   C. that she thinks their arrangement is a bad idea.
   D. that she doubts that Helen really cares about the environment.

3. Vanessa feels that the driving arrangement ______
   A. gives her and Helen a good chance to chat.
   B. makes getting to work more relaxing.
   C. causes arguments between her and Helen.
   D. helps to reduce the amount of traffic on the road.

4. Vanessa waits before leaving the house to join Helen ______
   A. to show that she won't allow Helen to hurry her.
   B. to check that she has everything she needs.
   C. because she knows they have plenty of time.
   D. because she has to check that the door is locked.

5. Vanessa believes that Justin ______
   A. gets ill more than other children his age.
   B. is used as an excuse by his mother.
   C. is a difficult child to deal with.
   D. should learn to deal with his problems himself.

6. Vanessa thinks that Carl ______
   A. is jealous of Helen's success.
   B. wants Helen to do his job for him.
   C. is very good at his job.
   D. gives everyone too much work to do.

7. In the final paragraph, Helen realises that ______
   A. she and Vanessa will be late for work.
   B. she is lucky to be alive.
   C. the boy is badly injured.
   D. she has made her situation worse.

GLOSSARY

– **excuse** cái cớ
– **to take it in turns to do sth** thay phiên nhau làm gì
– **stress reduction** sự giảm bớt stress
– **gossip** chuyện ngồi lê đôi mách, chuyện buôn dưa lê, chuyện tầm phào
– **car horn** cái còi xe ô-tô
– **deliberately** (adv) một cách cố ý
– **jacket** áo khoác
– **to be critical of sb** (adj) tỏ ra phê phán/ chỉ trích ai
– **to be out to get sb** quyết tâm hại ai/ hạ uy tín của ai
– **area manager** giám đốc khu vực
– **sb's lips tightened** môi mím chặt lại/ mím chặt môi lại
– **to slam on the brakes** đạp mạnh chân phanh
– **crunch** tiếng kêu lạo xạo
– **to pedal off** đạp xe đi mất
– **steam** hơi nước
– **bonnet** nắp máy ô-tô
– **frustration** cảm giác thất vọng/ chán chường

72

"Congratulations, Angela! You've won the car, you've won the holiday for two in the Caribbean, and now you're through to the final for a chance to win one million pounds!"

Angela was sure that even the screaming and clapping of the audience wouldn't be able to drown out the sound of her beating heart. She couldn't believe it – the first time she'd ever taken part in a game show and here she was in a potentially life-changing situation.

"Stay calm," she thought to herself. "Don't lose control now."

"Okay, Angela," said Bob, the presenter. "Now, skill has got you this far but, as you know, there's always an element of chance in the final and this week is no exception." Angela nodded. She'd never missed an episode and knew what every round entailed. "So let's have a look at how you could win one million pounds!"

A brightly-coloured board descended from the ceiling of the studio. On the board were three large doors. "Angela, behind one of these doors is one million pounds. Pick the right one, and you're going home today a millionaire. Pick the wrong one and you're going home with... "The audience didn't hesitate to complete Bob's catchphrase for him:

"... just your bus fare!" Even Angela mouthed it, she knew it so well.

"That's right! And we don't want that, do we? So pick a door, Angela, and may luck be with you!" Angela thought carefully before answering.

"The middle door please, Bob," she said finally. "The middle door!" repeated Bob. "Okay! But before we have a look, I'm going to open a door that you were wise not to choose. He opened the door on the far left, revealing a picture of a bus ticket. The audience cheered. Angela's heart started beating faster.

"Now, Angela," said Bob. "We're going to be nice to you. You've got another choice to make. You can either stick with your original choice – the middle door – or you can change your decision and opt for the door on the right-hand side. What's it to be?"

As a mathematician, Angela had come across the very same problem at university. Now, here she was, facing it in real life. She couldn't believe her luck. She knew what not many people know, a fact that seemed to contradict all reason and common sense. She did the maths in her head one more time just to make sure she wasn't mistaken. She wasn't. When she'd picked the first door, she had a one in three chance of being right. Looking at it the other way round, she had a two in three chance of being wrong. Those were not good odds. But one of the wrong doors had now been eliminated, so if she changed her choice to the other possibility, she would double her chances of being right, of winning the million. It seemed impossible, but she knew it was true. "What are you going to do Angela? Stick with your original choice or switch to the other door?" "Bob, I'd like to switch, please."

"Angela's going to switch! Let's get this right, Angela. You now believe – you now hope – the million pounds is behind the right-hand door. Is that correct?"

"The right-hand door, yes," said Angela weakly.

"Not the middle door?"

"No, not the middle door."

"What are you going to do if it is actually behind the middle door?" asked Bob. "Cry, probably!" said Angela. The audience laughed, "I'm going to open the door you chose, Angela – the right-hand door. Let's hope there isn't a bus ticket behind it. Here we go!"

Time seemed to stand still as Bob outstretched his arm and began to open the door. Angela had never known a feeling like this. Surrounded by so many people, she felt like the only person in the universe. Here was the moment of truth, and she was not sure she could face the consequences, whatever they were.

1. When she got through to the final, Angela couldn't believe that ____
   A. her heart was beating so loudly.
   B. she'd never taken part in a game show before.
   C. the audience were supporting her so much.
   D. her life might be about to change completely.

2. The presenter tells Angela that ______
   A. she will need some luck to win the money.
   B. he won't make an exception for her.
   C. her skill will increase the chances of her winning.
   D. there is a small chance her skills will be useful.

3. When the presenter doesn't finish a sentence, it's clear that ______
   A. the audience has already been told what to say.
   B. the presenter is unsure exactly what to say.
   C. the presenter is well known for saying something.
   D. Angela had to complete a well-known saying.

4. When the presenter opens the first door, ______
   A. he knows that Angela has won the money.
   B. he doesn't know which door the money is behind.
   C. he knows which door the money is behind.
   D. he thinks she has made a bad choice.

5. Angela "couldn't believe her luck" that ______
   A. her education would help her with this decision.
   B. the presenter was giving her an extra chance.
   C. she'd been in the same situation at university.
   D. she knew far more facts than most people.

6. Angela was absolutely certain that ______
   A. the money was behind the right-hand door.
   B. she could increase her chances of winning.
   C. she had an impossible decision to make.
   D. she had to analyse the problem in a different way.

7. As Bob began to open the right-hand door, Angela felt ______
   A. there were too many people around her.
   B. knowing the truth was the most important thing.
   C. worried by what the future would bring.
   D. annoyed by Bob being so slow.

GLOSARY

- **clapping** sự/ tiếng vỗ tay
- **to drown out a sound** át đi/ nhấn chìm một âm thanh
- **life-changing situation** tình huống đem lại sự đổi đời
- **presenter** người dẫn chương trình
- **element of chance** nhân tố may rủi
- **episode** một kì phát sóng, một chương/ hồi/ tập (truyện/ phim)
- **to entail sth** kéo theo/ dẫn đưa đến điều gì
- **catchphrase** khẩu hiệu, câu nói cửa miệng, câu nói quen thuộc
- **to mouth sth** nói ra điều gì– **to opt for sth** chọn lựa cái gì
- **mathematician** nhà toán học
- **reason** lí trí
- **one in three chance** một phần ba cơ may
- **the other way round** theo hướng ngược lại, đảo lại
- **odds** tỉ lệ đặt cược
- **to eliminate** loại trừ
- **to outstretch one's arm** vươn cánh tay ra

73

Things weren't working out quite as Lazlo had expected. He'd been in London for six months now and all his early optimism had almost disappeared. None of the galleries were interested in his paintings and he was tired of carrying the same pictures from one buyer to the next. The response was always the same: a shake of the head, some comment about portraits not being fashionable these days and a suggestion to try somewhere else, usually somewhere he had already tried. He was beginning to lose hope and was thinking of going back home. It would be difficult, and he would have to face his parents saying "I told you so", but at least he could find a steady job.

He was sitting on a bench in a park one day considering this when he noticed a newspaper beside him. He glanced at it and the word "artist" caught his eye. He picked the paper up and read more closely. It was a job advertisement. An advertising company was looking for a portrait artist to work on a new advertising campaign. Lazlo ripped the advertisement out of the paper and started to look for a public phone. "I won't be able to choose my subjects," Lazlo thought to himself, "but at least I'll be able to pay the rent, and that's a bit more important right now." He spotted a phone, put a few coins in and dialled. After a few moments, a female voice answered. Lazlo explained who he was and that he was applying for the job. They arranged for him to go to their office the next day with some of his work. He went home excited and nervous.

That night, he chose three paintings from the dozens in his flat that he thought showed what he was capable of. He selected a self-portrait he had done a few years before; he thought it showed a thoughtful side to his work. He also chose a portrait of an old man that he had met in a cafe. It was simple but clear, and Lazlo thought that maybe that was the style they would want for an advertising campaign. The third one was a painting of his mother. It had always seemed to him that that picture captured a lot of feeling that was difficult to put into words. A lot of people thought it was the best portrait he had ever done, and Lazlo knew that if anything was going to impress them, that painting would.

The next morning, he woke early and got ready. He rolled the pictures up, placed them in a large tube so that they wouldn't get damaged and set off towards the bus stop. There was a lot of traffic, but he arrived on time. When he got to the office, he saw that another four people were waiting, each with a large tube of paintings just like his. The secretary asked him to take a seat.

Lazlo sat and waited for his name to be called. He knew that a lot depended on the next half an hour or so. With a job, he could begin to sort out his life, maybe doing his art in his spare time. He knew he would never completely give up on his dream, but he had also come to realise that he had to live in the real world, and talent doesn't pay bills. Without a job, he wouldn't survive the month; he had just about enough for the ticket home. The secretary picked up the phone and had a short, quiet conversation. She turned to Lazlo.

"You can go in now," she said, smiling.

1. When Lazlo first arrives in London, he ______
   A. immediately loses his job.
   B. is confident of success.
   C. doesn't expect to stay for six months.
   D. knows that he will have to work hard.

2. The people at the art galleries Lazlo visits ______
   A. are very impressed by his work.
   B. often give him helpful advice.
   C. ask him to come back with different paintings.
   D. tell him that his work is old-fashioned.

3. It seems that Lazlo's parents ______
   A. disapprove of his choice of career.
   B. forced Lazlo into becoming an artist.
   C. will be happy to welcome him home.
   D. can help him to achieve his ambitions.

4. Lazlo thinks the job will ______
   A. give him more artistic freedom.
   B. provide him with a salary.
   C. mean that he has to move house.
   D. stop him from studying.

5. Lazlo chooses to take the portrait of his mother because ______
   A. it was the third one he thought of.
   B. it was used in an advertisement before.
   C. the people at the company ask to see it.
   D. it expresses emotion well.

6. At the office, Lazlo realises that ______
   A. his paintings are the same as everyone else's.
   B. he isn't the only person interested in the job.
   C. he should have chosen different paintings.
   D. he has come at the wrong time.

7. One of the things Lazlo's experience has taught him is that ______
   A. he needs money to live.
   B. art is more important than money.
   C. following your dream is a waste of time.
   D. he has no artistic talent.

GLOSSARY

- **optimism** sự lạc quan
- **advertising company** công ti quảng cáo
- **advertising campaign** chiến dịch quảng cáo
- **to rip** xé rách
- **to spot** phát hiện
- **to dial** quay số gọi điện thoại
- **nervous** (adj) hồi hộp
- **self-portrait** bức chân dung tự họa
- **to roll sth up** cuộn tròn cái gì lại
- **tube** cái ống
- **to sort sth out** chỉnh đốn, thu xếp lại cho ngăn nắp
- **artistic** (adj) thuộc nghệ thuật, có năng khiếu nghệ thuật

74

Sean had never felt so nervous before in his life. Sitting alone outside the closed door, he suddenly realised he was physically shaking. "This is ridiculous," he thought to himself. "Pull yourself together. You've got to stay calm."

This was easier said than done, and when a middle-aged woman in a smart business suit opened the door and asked, "Sean Perkins?", there was a definite tremor of fear and weakness in his voice as he answered that that was indeed him.

"Hello, I'm Katie Sutherland. Do come in."

Sean was invited into a comfortable and spacious office. The walk from the door to the chair he was to sit on seemed to last a lifetime, and Sean was terrified with each step that he'd suddenly trip or stumble. How could something so simple as walking and sitting down be so difficult?

As the interview progressed, however, Sean slowly began to relax. If he'd had time to think about it, he would have realised he was answering the questions put to him quite well. He was giving clear, full answers without saying too much or anything irrelevant. Then came a question which, at first, he was uncertain how to answer.

"So, tell me, why do you want to leave your current job?"

Sean hesitated. Should he tell her the truth? This was, of course, that he didn't feel respected. His boss, Air Dominguez, took him for granted, overworked him, was often rude, patronising and unpleasant and made him dread going in to work each morning. Sean decided a more positive response was called for.

"Well," he said, "I've been with Brookes Brothers for over four years now, and although I've learned a lot there, and I'm very grateful for the opportunities they've given me, I think it's time for some new challenges, and this seems the ideal company to provide them. From what I've seen, Fisher & Fisher is an extremely dynamic company, and I'd like to be a part of that. I really think I could help contribute to the company's future success."

Sean was pleased with his answer and knew he'd been right not to criticise his current employer. From Katie Sutherland's expression, it seemed she was satisfied with his answer too. Her next question prompted Sean to smile. "What would you say were your biggest weaknesses, Sean?"

He'd thought he might be asked this, and so had already rehearsed an answer. He didn't want it to sound rehearsed, though, so he purposefully hesitated slightly before answering. "That's a tricky question, isn't it?" he said. "In fact, I think we both know it's a bit of a trick question too, because if I give a list of serious weaknesses, you won't think I'm suitable for the job, and if I say I haven't got any, you'll think I'm arrogant and over-confident. So, in answer to your question, I'd have to say that one of my biggest weaknesses is not being able to talk about myself in too negative a light, even when I know I'm not perfect. For any other weaknesses I've got, you might be better off asking my current employer, Mr Dominguez."

His answer was a risk, but he knew that if he said it in a fairly lighthearted manner, he could probably get away with it. From Katie's response, it was clear that he had. "Yes," she said, "it is a bit of a silly question, isn't it? You'd be amazed what some people say when I ask it, though. It can tell me a lot. I'm glad you didn't fall into that trap."

This was the first clearly positive comment that Katie had made on his interview so far, and filled Sean both with joy and hope. Perhaps he really was in with a chance of getting this job. Perhaps he would be able to put Mr Dominguez and Brookes Brothers behind him once and for all.

1. Waiting outside for the interview, Sean realises that ______
   A. his shaking must look totally ridiculous.
   B. staying calm is not difficult to do.
   C. he has to take control of his emotions.
   D. it's the first time he's ever been nervous.

2. When Sean enters the office, he ______
   A. wishes the chair he has to sit on is nearer the door.
   B. takes too long to walk from the door to the chair.

C. almost trips over the chair he is supposed to sit on.
D. tries to get to the chair without doing anything foolish.

3. The answers Sean gives to the questions he is asked ______
A. do not contain unnecessary information.
B. show he knows he is doing quite well.
C. are a little longer than they should be.
D. show he is often unsure what to say.

4. Sean feels that the question about why he wants to leave his current job ______
A. deserves a totally truthful answer.
B. should not be answered in a negative way.
C. was not asked in a respectful way.
D. is an impossible question to answer.

5. Sean's answer to the question about why he wants to leave his current job implies that ______
A. he is not at all happy with the way he is treated at Brookes Brothers.
B. Fisher & Fisher will be more successful in the future than Brookes Brothers.
C. both he and Fisher & Fisher could benefit from him joining the company.
D. the work at Fisher & Fisher will be much more difficult than his current work.

6. Sean is careful to hide from Katie Sutherland the fact that he ______
A. has practised giving an answer.
B. has a lot of serious weaknesses.
C. thinks he doesn't have any weaknesses.
D. knows she is trying to trick him.

7. Katie suggests that she asks the "silly question" because ______
A. she's always amazed by the answers she gets.
B. she wants the people answering to feel trapped.
C. people usually give long answers to that question.
D. the answers people give can reveal things about them.

GLOSSARY

- **to pull oneself together** tỏ ra bình tĩnh, trấn tĩnh
- **business suit** bộ đồng phục công sở
- **tremor of fear** sự run rẩy vì sợ
- **spacious** (adj) rộng mênh mông
- **to trip** bước hụt chân
- **to stumble** đi lảo đảo, vấp té.
- **to rehearse** diễn tập, tập trước
- **purposefully** (adv) cố tình, cố ý
- **to hesitate** do dự, chần chừ, lưỡng lự
- **a tricky question** một câu hỏi lắt léo
- **a trick question** một câu hỏi đánh bẫy
- **arrogant** (adj) kiêu ngạo
- **over-confident** (adj) quá tự tin

– **to progress** diễn biến, tiến hành
– **irrelevant** (adj) không thích hợp
– **to take sb for granted** xem thường ai
– **to overwork sb** bắt ai làm việc quá sức
– **patronising** (adj) ra vẻ bề trên/ kẻ cả
– **dynamic** (adj) năng động
– **to criticise** chỉ trích
– **to prompt sb to do sth** thúc giục ai làm gì
– **to be better off doing sth** nên làm gì đó thì tốt hơn
– **risk** sự liều lĩnh
– **light-hearted** (adj) vối vẻ ung dung, thư thái
– **trap** cái bẫy
– **to deserve sth** xứng đáng với cái gì
– **to trick** lừa phỉnh

75

The ticket inspector handed the ticket back to Dora with a nod of his head and continued on his way down the train. He was a handsome young man, Dora thought, and he reminded her a little of her husband when he had been the same age. She smiled a little at the thought as she watched the countryside roll past the window of the train. She was now eighty-four and although she regularly forgot things that other people found so easy to remember, like where she had put her glasses, that March day when she and Ralph had got married stood out clearly in her mind. They hadn't known each other long, and relatives had tried to advise Dora against it, but they had both known that it was the right thing to do. They quickly found a house to buy and the wedding was organised in a couple of days. Dora was grateful for the forty happy years they had had together.

The sound of someone sniffing brought Dora's attention back to her surroundings. Sitting opposite her in the carriage was a woman, who Dora estimated to be in her early thirties. She looked up at Dora, who realised that the woman would welcome conversation. Dora pulled a tissue from her bag and passed it over.

"What's his name?" Dora asked with a friendly smile. The woman wiped her eyes with the tissue.

"Michael. He's just got a new job ..." the woman began, then laughed a little. "How did you know?"

"I wasn't always old, you know," Dora said and looked more closely at the woman. She was smartly dressed, although her clothes weren't new. Clearly she had had money in the past but now couldn't afford luxuries. Dora noticed that she had brought her own sandwiches on the journey, rather than spend money on the train. She had the air of someone who is educated but who has never had much luck at turning that education into money. Dora knew what it was like to keep up appearances on a small income and her heart went out to her fellow traveller.

"Tell me about it," she said. For the next half an hour, the woman, whose name turned out to be Sandra, told her story. Dora listened. The details of the relationship escaped her and Sandra mentioned people without explaining who they were, but Dora knew it wasn't important. Sandra wasn't looking for solutions from Dora. The only thing that mattered was that she gave Sandra a shoulder to cry on and a sympathetic ear. She nodded in all the right places and by the time the train pulled in at the next station, Sandra seemed a lot happier. Sandra looked up and cried, "Oh, this is my stop!" She grabbed her bags, thanked Dora for listening and hurried off the train.

Dora sat back and closed her eyes. A feeling of sadness came over her for a moment. Listening to Sandra talk had been what she imagined being a grandmother was like. It would have been nice to have had children and watch their children grow up. Still, it wasn't to be and she and Ralph had spent many happy years travelling the world. She opened her eyes and looked out onto the platform as the train pulled away. Sandra was looking up at the train window and waving at her. Dora waved back and smiled, watching over her shoulder as the train station got smaller and smaller. She turned back to see a teenage girl standing beside her seat. She had a suitcase in one hand and the make-up around her eyes had run as if she had been crying. She looked exhausted.

"Excuse me," she said in a quiet voice. "Is anyone sitting here?" She pointed to the seat where Sandra had been sitting.

"No, my dear. Sit down," said Dora, and began to reach into her bag for a tissue. It's going to be one of those days, she thought to herself.

1. Dora has problems remembering ______
   A. how long she was married to Ralph.
   B. simple, everyday things.
   C. where her husband had gone.
   D. what her wedding day was like.

2. Before getting married, Dora and her husband ______
   A. waited until they knew each other well.
   B. asked their families for advice.
   C. arranged everything very carefully,
   D. made sure they had somewhere to live.

3. Dora thinks the young woman ______
   A. would like to chat.
   B. wants to ask her for a tissue.
   C. looks younger than she really is.
   D. is looking at her in a strange way.

4. The young woman seems to ______
   A. be poorer than she once was.
   B. like only home-made food.
   C. have problems finding a job.
   D. be careless about her clothes.

5. While Sandra talks about her life, Dora ______
   A. gives her some useful advice.
   B. tries to focus on the important details.
   C. asks her to explain things more clearly.
   D. acts as if she understands everything.

6. When Sandra leaves, Dora feels unhappy for a moment because she ______
   A. misses her husband.
   B. never had children.
   C. feels sorry for Sandra.
   D. doesn't see her grandchildren often.

7. Dora thinks it's going to be "one of those days" because ______
   A. she would prefer the girl to sit somewhere else.
   B. she can't find the tissues in her bag.
   C. the girl seems to have the same problems as Sandra.
   D. the girl doesn't realise that Dora is exhausted.

GLOSARY

– **ticket inspector** người soát vé
– **to sniff** hít vào, sụt sịt, thút thít
– **surroundings** khung cảnh chung quanh
– **carriage** toa xe lửa
– **tissue** khăn giấy
– **to be smartly dressed** ăn mặc lịch sự
– **luxuries** những món đồ xa xỉ
– **to keep up appearances** cố giữ bề ngoài tươm tất để khỏi mất thể diện (dù ít tiền)
– **one's heart goes out to sb** thương xót ai
– **to grab** chụp lấy, nắm chặt

76

"I want everyone to be absolutely clear how seriously I'm taking this," said Mrs Lowry. The twelve children stared at her silently and intently, their frightened expressions demonstrating that they did indeed recognise the gravity of the situation.

"We will not tolerate stealing in this school. It's quite simple. Whoever has taken Julie's purse must return it to me during the lunch break. If you do that, we won't say anything more about it. I shan't punish you, and I won't tell the head teacher or your parents. But if Julie's purse hasn't been returned by the end of lunch, then I'm afraid I'll have no choice but to go to Mr Jenkins, and you know what he'll do.

There's a school policy for situations like this and there's no getting out of it. That's right – he'll bring the police in. They'll come this afternoon, and they'll interview you all. They'll find out who took the purse, I'm sure of it, and whoever it is will be in very, very serious trouble. So, please, for your own good, if you took Julie's purse, bring it to me during the lunch break. I'll be in here, on my own, the whole time. Does everyone understand?"

"Yes, Mrs Lowry," said the group of nine-year-olds in chorus.

Lunch break came and went with no one handing in the purse to Mrs Lowry.

"This is a great shame," said Mrs Lowry sadly. "Before I go and talk to Mr Jenkins, I'm just going to ask you, Julie, one more time: are you absolutely one hundred per cent sure you brought your purse to school this morning?"

"Yes, Mrs Lowry."

"And when did you last see it?"

"During the break, at eleven o'clock. Just as I told you. I took out a pound coin to go and buy a can of Coke. When I came back with the change, it had gone."

"And Elizabeth, you saw Julie take the pound coin out of her purse, did you?" "Yes, Mrs Lowry," said the girl sitting next to Julie. "Julie's telling the truth. We went to the drinks machine together and when we came back, Julie's purse wasn't in her bag anymore. That's when we came to find you."

"I'll ask you all one more time. Does anyone know anything about the whereabouts of Julie's purse?" There was absolute silence in the classroom. "Then I shall go and get Mr Jenkins now."

Mrs Lowry had already opened the door and stepped into the corridor when a voice shouted: "Mrs Lowry!"

She immediately turned and came back into the room. "What is it?" she asked.

David, sitting right at the back of the class, was pointing excitedly at the radiator on the wall next to him. "Look, Mrs Lowry! Behind the radiator! I think it's Julie's purse!"

There did seem to be something colourful behind the radiator. Mrs Lowry ran to the wall, bent down and picked it up. "Is this your purse, Julie?" "Yes!" said Julie.

"Remind me how much was in it." "A five-pound note."

Mrs Lowry opened the purse. "Thank goodness for that," she said. "Julie, here you are. David, I'd like to talk to you outside, please. The rest of you just sit quietly until I return."

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Mrs Lowry and David stood silently outside the door. She looked at him sadly. "I'm waiting, David," she said eventually. "What for, Mrs Lowry?" "For an explanation."

"What do you mean?" Tears were already beginning to well up in his eyes.

"I'm not stupid, David. Don't think I am. I want you to tell me exactly what you did and why you did it. If you do that, it'll go no further, I promise."

"I didn't do anything! I saw the purse and I called you in."

"I don't think your parents are going to believe that, are they? Do you want them to know you're a thief?"

"I'm not a thief! I'm not!" He wiped his eyes with his sleeve. "How can I make you believe me?"

1. The children's faces showed that they ______
   A. were going to remain silent for a long time.
   B. were scared of having things stolen.
   C. knew exactly what Mrs Lowry would do.
   D. were aware how serious the theft was.

2. Mrs Lowry said that, if the purse wasn't returned, she would have to ______
   A. punish all of the children.
   B. tell their parents.
   C. tell the head teacher.
   D. inform the police.

3. Mrs Lowry was confident that ______
   A. the purse would be returned during the lunch break.
   B. she knew who had taken Julie's purse.
   C. the police would be able to solve the crime.
   D. the thief was really a good person.

4. After lunch, Mrs Lowry wanted to make certain that ______
   A. Julie's purse had been stolen.
   B. Julie's purse was still missing.
   C. Elizabeth hadn't taken the purse.
   D. Julie's purse did have money in it.

5. Mrs Lowry showed she was relieved that ______
   A. it was actually Julie's purse.
   B. Julie's money was still in the purse.
   C. it was David who had found the purse.
   D. Julie hadn't had more money in the purse.

6. In the corridor with David, Mrs Lowry _____
   A. asked David to explain why he was crying.
   B. realised how sad he was about what had happened.
   C. felt very sorry that David had to experience this.
   D. was hoping that David would confess to the crime.

7. Mrs Lowry made it clear to David that _____
   A. she'd definitely tell his parents he was a thief.
   B. she knew why he had stolen Julie's purse.
   C. she would not tell anyone if he confessed.
   D. his crying would not change anything.

GLOSSARY

– **gravity** 1) trọng lực 2) sự trầm trọng/ nghiêm trọng
– **to tolerate** chấp nhận, dung thứ
– **purse** ví nhỏ cầm tay
– **lunch break** giờ nghỉ để ăn trưa
– **head teacher** ông hiệu trưởng
– **policy** chính sách
– **to say in chorus** cùng nhau nói, nói đồng thanh
– **shame** sự xấu hổ, điều đáng tiếc
– **a pound coin** đồng tiền mệnh giá 1 bảng Anh
– **a can of Coke** một lon Coca-Cola
– **change** tiền thối lại
– **drinks machine** máy bán thức uống
– **whereabouts** tung tích, những nơi ai đó đã ghé qua
– **corridor** hành lang
– **excitedly** (adv) với vẻ phấn khích, sôi nổi
– **radiator** máy sưởi
– **tears well up in sb's eyes** ai đó đang ứa nước mắt
– **sleeve** tay áo
– **to confess to the crime** thú nhận đã phạm tội

77

The first time I saw Ben was when his family moved in next door. It was a hot, sunny day and we'd heard that the new neighbours were arriving that day. Our old neighbours, the Sharpes, had moved out a couple of months before and, to be honest, we had not been sorry to see them go. They were an argumentative couple and once a month there would be one or other of them at the door, going on about noise, or our cat, or where Dad parked his car. We were all hoping that whoever moved in next would make a bit more of an effort to get on.

That morning, Mum and Dad were both busy on various projects of their own. With Mum, it was her ongoing attempt to turn herself into her idea of a traditional housewife, at least for a weekend. She was going through a baking phase so she spent hours in the kitchen making biscuits that were either too hard or too sweet for even my young taste. She had a successful career as a lawyer so she didn't take her domestic failure too badly. Dad was decorating one of the bedrooms. I was cycling up and down the street, looking for the removal van every time I reached the corner and turned back. I wanted to be the first to see it so that I could then be the one to dash inside with the news. Finally, a large green van with the words "Baxter's Removals" in gold lettering on the side turned into our street, followed by a blue car. I can't say that that was the moment when I first saw Ben, although I suppose I registered that there were people in the car. I was too busy dropping my bicycle by the side of the road and running into the house shouting, "They're here! They're here!"

Mum wiped her hands on a towel and said, "Yes, Katy. Let them settle in, though. We'll give them a few hours before we start bothering them, shall we?" I felt disappointed that her reaction wasn't more like my own. I ran back outside and down our garden path to the front gate. I stood on the gate, watching. By this time, the removal van and the car had both pulled up next door and two large workmen had begun to open up the back of the van. Inside were neatly packed items of furniture. The family had also got out of the car and were looking up at the house as if they'd never seen it before, although Dad said he'd seen them looking round when they were thinking of buying it. The man was tall and dark-skinned, while the woman was very beautiful and looked younger than my own mum. They were clearly enjoying the moment of arriving at a new place. A boy of about my own age stood between them, looking at me. He didn't smile.

They unlocked the door and went inside, the workmen following with the first of their belongings. I watched for a while as they came back and forth with boxes, banging them down noisily, occasionally pointing to tell each other where to put things. I had an odd feeling of being watched and something made me look up. At one of the windows stood the boy, looking down at me. I smiled and he disappeared into the room. I had had such high hopes, and now it seemed that it was going to take a lot of hard work to make friends. I sighed and watched the workmen a little longer. Just as I was thinking of going inside to see how Dad was getting on, I heard a small voice behind me.

"I'm Ben. Hello."

I turned to see the boy standing behind me.

1. According to the writer, the Sharpes ______
   A. were very noisy neighbours.
   B. often found things to complain about.
   C. were sad to leave the street.
   D. came round with helpful advice.

2. The writer says her mother ______
   A. is annoyed that she has to work so much.
   B. doesn't know what her child likes to eat.

C. tries to do something she isn't very good at.
D. thinks that more women should have careers.

3. Judging from the text, the word "dash" in paragraph 2 probably means ______
A. run very quickly.
B. write something down.
C. make up a story.
D. become excited.

4. When the van finally arrives, the writer ______
A. is eager to tell her family what is happening.
B. tries to follow it on her bicycle.
C. sees Ben for the first time.
D. falls over and hurts herself.

5. The writer's mother ______
A. decides to go to meet the new neighbours.
B. feels as excited as the writer does.
C. tells her to go and help the neighbours move in.
D. suggests that she waits before going to introduce herself.

6. The family stand outside the house looking at it because ______
A. they are not sure they're at the right house.
B. they are happy to be moving into a new house.
C. it's the first time they have seen it.
D. they are trying to decide whether to buy it or not.

7. The writer looks up to see the boy at the window because ______
A. she hears a loud noise.
B. the workmen point in that direction.
C. she hears a voice from that direction.
D. she feels someone is looking at her.

GLOSSARY

- **argumentative** (adj) (người) có tính hay tranh cãi, hay gây gổ
- **to go on about** nói đến, lải nhải về, ca cẩm về
- **ongoing** (adj) đang tiến triển
- **to go through a phase** đang trải qua giai đoạn
- **baking** sự làm bánh
- **removal van** xe của dịch vụ dọn nhà
- **to dash** phóng chạy thật nhanh
- **lettering** dòng chữ ghi
- **to register** ghi nhận, nhìn thấy
- **to settle in** ổn định sau khi đến nơi ở mới
- **to pull up** (xe) đỗ lại, dừng lại
- **to be neatly packed** được gói ghém gọn gàng
- **belongings** tài sản/ đồ đạc cá nhân
- **back and forth** (adv) tới lui, qua lại
- **to bang sth down** thả phịch cái gì xuống
- **to sigh** thở dài

78

Although Julie had been with Mrs Worthington just three days, she had already learnt that her boss was the kind of person one had to be careful with. Her changes of mood could be rapid, she definitely did not tolerate failure, laziness or poor work and she firmly believed that everyone's highest priority should be their work for the company. Julie was enjoying her job as Mrs Worthington's personal secretary, but she knew that today would be tough.

For several days, Julie had been experiencing toothache. At first, it was merely a minor annoyance that could be ignored. "It'll probably go away by itself," Julie told herself. "If not, I'll see the dentist when I'm more settled here at work. It's not that urgent."

It didn't disappear, however, and after an extremely uncomfortable night, Julie awoke to severe dental pain. "That's just what I need," she said to herself. "Maybe I can get a dentist's appointment for this evening, after work."

Julie called the dentist's. "I'm afraid the only time the dentist has available today is at 3.30 pm this afternoon," said the receptionist. Julie had to make an immediate decision. "I'll take it," she said.

The question was, how was Mrs Worthington going to react? Would she say, "Of course you can leave early, Julie. In fact, leave at lunchtime and don't come back until you're completely better."? Julie knew a far more likely response would be something along the lines of: "Well, that really is most inconvenient. Couldn't you have arranged to see the dentist in your own time? You have to think about the company as well, you know. We can't all take time off whenever we feel like it. We'd never get any work done if we all spent the day running around seeing doctors and dentists. Can't you change the time of your appointment?"

The pain was increasing in intensity, though, and Julie knew she had to see a dentist today. If the only solution was to leave work early and face Mrs Worthington's displeasure, then so be it.

"Here's your coffee, Mrs Worthington," said Julie, as she went into her boss's office for the first time that morning.

"Thank you, Julie," said Mrs Worthington, without looking up. "Don't forget I need those reports typed up by three o'clock at the latest. I've got a meeting with Mr Price this afternoon." "Yes, Mrs Worthington. I've nearly finished them. Uram... Sorry, Mrs Worthington, but I wonder if I could ask you something. It's quite important."

"What is it, Julie?" She looked up from the documents she'd been studying, and without giving Julie a chance to reply, said: "Oh my goodness! What's happened to your face? It's all swollen on one side. Are you all right?"

"I've got really bad toothache, Mrs Worthington. I called the dentist and tried to make an appointment for this evening but the only time he can see me is at half past three and I know that would mean leaving early but I don't know what else ..."

"Stop!" said Mrs Worthington. "I quite understand. These things have to be dealt with or they only get worse, don't they? Get it sorted out, as quickly as possible."

"Thank you, Mrs Worthington."

"Do you think you can work this morning, Julie? If you can't, tell me and we'll find a solution. If you can, just finish those reports as quickly as you can and then go home. Have you taken anything for it, by the way?"

"No, I haven't. I think I'd better wait as the dentist will probably have to give me an anaesthetic and you have to be a bit careful, don't you? But, yes. I can definitely stay and finish the reports. It's not that bad."

"Well, it looks bad enough. I do appreciate it, Julie. I really do."

As Julie returned to her desk, she wondered if she hadn't misjudged Mrs Worthington. "I couldn't have asked for a more understanding person to work for – this morning, at least," she said to herself, and smiled, despite the pain.

1. Julie knows that Mrs Worthington _____
   A. thinks all of her staff are lazy and bad at their work.
   B. is only in a good mood for a few minutes each day.
   C. thinks that Julie is not hard-working enough.
   D. wants Julie to put her work before everything else.

2. When Julie says "That's just what I need" (paragraph 3), she _____
   A. means the opposite of what she says.
   B. is being optimistic about the situation.
   C. is trying to pretend she is okay.
   D. suggests she has found a solution.

3. Julie expects Mrs Worthington to respond by _____
   A. suggesting Julie sees a doctor instead.
   B. allowing Julie to leave work early.
   C. criticising Julie for being selfish.
   D. telling Julie to stop complaining.

4. Mrs Worthington doesn't look at Julie because she is busy _____
   A. drinking a cup of coffee.

B. talking to Mr Price.
C. typing some reports.
D. looking at some documents.

5. Mrs Worthington interrupts Julie to ______
A. give her permission to see the dentist.
B. tell her to leave the building immediately.
C. express her displeasure at what she said.
D. find out some more information from her.

6. Mrs Worthington asks Julie whether she ______
A. can think of a solution to the problem.
B. has taken any medicine for the pain.
C. has already finished typing the reports.
D. can tell her what work has to be done.

7. When Julie leaves Mrs Worthington's office, she ______
A. feels that she hadn't misjudged Mrs Worthington after all.
B. wonders why she'd misjudged Mrs Worthington so badly.
C. recognises some good qualities in Mrs Worthington.
D. wishes Mrs Worthington had been more understanding.

GLOSSARY

– **a change of mood** sự thay đổi tâm trạng
– **tough** (adj) gay go, khó khăn, gian nan
– **annoyance** sự bực mình
– **urgent** (adj) khẩn cấp
– **intensity** cường độ
– **displeasure** sự không hài lòng
– **then so be it** thì cũng đành vậy/ đành phải như thế thôi
– **swollen** (adj) sưng vù lên
– **to get sth sorted out** giải quyết ổn thỏa việc gì
– **anaesthetic** thuốc mê
– **to misjudge** đánh giá sai, phán xét sai

79

The plane circled and the pilot pointed down into the Australian desert below. "That's the runway there," he said, "next to the store." Nancy looked. There was a strip of level ground next to a few wooden buildings. It looked small and unimportant in the middle of the empty stretches of red earth and small bushes that stretched as far as the eye could see, but Nancy knew that it was a vital link to the outside world for the farmers in the area. As she looked, a figure appeared at the door of one of the buildings and waved up at them. The pilot turned the plane expertly and they soon touched down on the line of hard sand. They came to a stop by the largest building and Nancy stepped out. A woman of perhaps forty held out her hand.

"Hi. Welcome to Carter's Cross. I'm Shelley." Nancy looked at her.

She was not unattractive, although long hours in the sun were beginning to take their toll and she had a number of lines and wrinkles. Nancy was surprised to see that her clothes were quite fashionable, despite a bit of dust. Something in Nancy's expression must have communicated itself to Shelley because she laughed and said, "We're not quite as backward as you might think. This is the 21st century. Come on into the store."

They went inside while the pilot checked his plane. The store was well stocked with farming equipment, tinned food and clothes. An old man was cleaning the counter. He looked up when they entered and then carried on with his task without catching Nancy's eye. "Now, come on, Dad," Shelley said. "We all know how you feel about them finding oil outside Carter's Cross, but that's no reason to be rude. This is Nancy Edwards, from the university." She turned to Nancy. "He's stuck in his ways. Thinks it'll mean the end of farming round here. Not such a bad thing, if you ask me."

"Well, nobody did ask you." It was the old man. "My granddad farmed this land, and so will my grandson. I'm not having this land turned into a great big ugly oil refinery." He looked at Nancy. "And I won't be bought off, either."

Nancy had heard from her colleagues that this kind of resistance just disappeared when people realised quite what the find was worth and they happily packed up and headed for the comforts of the nearest city. She hoped this time would be no exception.

"I'm here to assess the environmental impact, Mr Williamson," Nancy said. "I have no intention of building anything." The old man looked at her and then walked to the door. He pointed out at the land.

"Environmental impact?" He shook his head. "What environment? It's a baking desert and a person's got to work hard to make a living off sheep in a land like this. You aren't going to find any endangered species out there, and so you'll go back and write your report and the oil companies will move in. But there's one thing that I bet you don't mention in your report. The village." He looked out into the sun again. Nancy was a little confused. There had been no mention of a village in any of the information she had read. "What village?" she asked.

"There are ten farms that rely on this store. Together, they cover an area of nearly 400 square kilometres. And they're our neighbours. We never miss a birthday, or a wedding, or any other event. You're going to destroy our village." Nancy could think of nothing to say. Shelley shrugged her shoulders. Nancy wandered back to the plane to get her equipment.

1. The buildings Nancy sees from the plane are ______
   A. smaller than she expected.
   B. very important to the local people.
   C. left empty most of the time.
   D. used to store farming equipment.

2. The phrase "take their toll" in paragraph 2 means that ______
   A. the sun has improved Shelley's appearance.
   B. Shelley enjoys spending time in the sun.
   C. Nancy and Shelley both find the sun too hot.
   D. the sun has damaged Shelley's skin.

3. Shelley laughs when she realises that Nancy ______
   A. wasn't expecting her to be wearing new clothes.
   B. didn't know that there would be so much dust.
   C. is using strange expressions.
   D. wants to be invited into the building.

4. The man ignores Nancy at first because he doesn't ______
   A. like meeting new people.
   B. approve of what is happening.
   C. see her behind Shelley.
   D. want her to see how upset he is.

5. Nancy hopes that the old man will change his mind when ______
   A. he learns how comfortable the city is.
   B. he sees there is no point hiding his true feelings.
   C. he is offered enough money.
   D. she explains how important the find is.

6. Mr Williamson believes that ______
   A. Nancy has no intention of doing her job properly.
   B. the discovery of oil threatens the local wildlife.
   C. the oil companies will ignore what Nancy tells them.
   D. there is no wildlife worth saving in the area.

7. Nancy doesn't understand Mr Williamson's reference to "the village" because ______
   A. it covers a large area and is never marked on maps.
   B. the oil company didn't give her all the relevant information.
   C. he's talking about relationships and not a physical place.
   D. it's a long way from where they are.

GLOSSARY

– **to circle** (chim/ máy bay) lượn vòng quanh
– **farming equipment** nông cụ
– **tinned food** thực phẩm đóng hộp

– **a strip of level ground** một dải đất bằng phẳng
– **stretch** vùng (đất/nước) trải rộng
– **to stretch as far as the eye can see** trải dài đến hết tầm mắt
– **a vital link to sth** một liên kết quan trọng với
– **expertly** (adv) một cách khéo léo
– **to touch down** (máy bay) đáp xuống
– **unattractive** (adj) không xinh đẹp, không quyến rũ
– **to take its toll** làm hại đến, có tác động xấu đến
– **lines and wrinkles** nếp nhăn trên da
– **backward** (adj) lạc hậu
– **to be well stocked with sth** dự trữ đầy đủ, có sẵn rất nhiều hàng hóa
– **He's stuck in his ways** khư khư giữ thói quen/ quan điểm của mình
– **to farm** canh tác
– **oil refinery** nhà máy lọc dầu
– **to be bought off** bị mua chuộc bằng tiền, chịu nhận tiền bồi thường
– **resistance** sự kháng cự/ phản đối
– **find** món phát hiện
– **to head for a place** nhắm hướng nào để đi đến
– **to assess** đánh giá
– **environmental impact** tác động đến môi trường
– **baking desert** sa mạc nóng như thiêu đốt
– **to make a living off sth** kiếm sống nhờ vào cái gì
– **to shrug ones shoulders** nhún vai

80

Whether you call it a "gap year", a "year out" or a "year off", the decision to delay going to university for a year after leaving school is a difficult, but important, one.

Becky Roberts, now studying history at the University of Warwick, doesn't regret her decision to take a year off. "I'd worked so hard for my A levels," she says. "I knew it would do me good to do something totally unrelated to studying before embarking on a three-year degree course. My year off working for my dad's company wasn't a holiday by any means, but it was a break from the world of education, and that's just what I needed."

Carl Sanchez agrees. Now halfway through a biology degree at Cardiff University, Carl spent much of his gap year travelling. "I worked for about three months to save up enough money, then went to stay with some friends who live in France. I ended up travelling round most of Europe, and even got over to Russia for a few weeks, which was fantastic." Both Becky and Carl enjoyed their year off, but do they feel it's benefited them in terms of their university life now? "Definitely," says Carl. "When I left school, I was a normal, fairly irresponsible eighteen year-old. I hadn't been anywhere, I hadn't done anything. A year later, when I went to university, I felt much more like an adult than a child."

"I know a few people at Warwick who took a year off," says Becky. "Generally, we're more dedicated to our studies than those students who came straight from school. We've got different priorities. We want to have fun, of course, but we realise we're here to get our degrees. I don't think some of the others have quite realised why they're at university yet."

There are drawbacks to taking a gap year, though. Penny Cartwright went straight from school to study medicine at Imperial College, London. "I thought about taking a gap year but decided against it and don't regret the decision for a minute. Becoming a doctor takes such a long time – I'll be about 26 years old before I can start earning any money – that the sooner you start, the better, in my opinion. It might be fun, but it's really just a wasted year in terms of career development."

There's also the financial consideration. If you do decide to take a year off, and you don't want to work the whole time as Becky did, you have to be able to pay for it. Susan Jenkins, a Careers Officer, points out that parents are now less likely to fund their child's year off. "Twenty years ago, it was fairly common for parents to say to their son or daughter, "Here's two thousand pounds, go and have fun abroad for a few months." Nowadays, because parents have to pay so much more for their child's education while they're at university, they just can't afford to pay for this extra year too."

One option, of course, is to do what Carl did: work for a few months in order to save up for a trip abroad. Another option is to find casual work while travelling abroad. "There are now a lot of books and websites with loads of information for people who want to do this," says Susan. "It's a great way to see the world, gain experience, and get money for living expenses all at the same time. But don't expect to earn enough to save any money."

So, should you take a gap year? The answer is: it depends. If you want a break from books and essays, then it's probably a good idea – as long as you, or your parents, can afford it and as long as you're going to do something worthwhile during your time off. Sitting at home watching TV doesn't count! If you want to get your degree and start regular employment as quickly as possible, a gap year may not be so sensible.

1. Becky took a year off because she _____
   A. needed to see what working for her father was like.
   B. felt she needed a long holiday before university.
   C. had done so well in her A level exams at school.
   D. wanted to do something different for a while.

2. Carl says that a year off helped him _____
   A. learn the importance of saving money.
   B. become more mature and experienced.

C. make friends in many different countries.
D. become more knowledgeable about geography.

3. According to Becky, students who didn't take a year off ______
A. are less hard-working than those who did.
B. probably won't end up with a degree.
C. don't want to have fun at university.
D. are less intelligent than those who did.

4. According to Penny, a year off ______
A. should be taken when you're about 26 years old.
B. is better once you've actually started your course.
C. merely delays the time when you can get a job.
D. can be enjoyable and useful for your future work.

5. In the past, parents were more likely to ______
A. pay for their child's education at university.
B. encourage their child to go straight to university.
C. force their child to take a year off before university.
D. give their child money to help with their year off.

6. Susan issues a warning about ______
A. information from books and websites.
B. low wages for casual work abroad.
C. paying for everyday expenses abroad.
D. the difficulty of finding casual work.

7. This article would probably NOT appear in ______
A. a textbook for university students.
B. a handbook for school-leavers.
C. a magazine for young people.
D. the education section of a newspaper.

GLOSSASRY

– **a gap year** một năm tạm nghỉ học (để đi du lịch).
– **A levels** chương trình dự bị đại học (hai năm cuối trung học, chuẩn bị cho học sinh vào thẳng các trường đại học ở Anh)
– **to do sb good** có lợi cho ai
– **to embark on sth** bắt tay vào làm gì
– **a three-year degree course** khóa học kéo dài 3 năm đưa đến bằng cử nhân
– **not ... by any means** hoàn toàn không chút nào
– **a break** thời gian nghỉ xả hơi
– **to end up doing sth** rốt cuộc (phải) làm gì
– **to benefit sb** có lợi cho ai
– **in terms of** xét về mặt
– **to be dedicated to sth** chuyên tâm, chuyên cần, dồn hết tâm trí vào
– **drawback** điều bất tiện
– **a Careers Officer** nhân viên tư vấn hướng nghiệp
– **to fund** tài trợ, chu cấp
– **casual work** việc làm thời vụ
– **worthwhile** (adj) có ích

81

When they first saw the dog, they weren't sure, in fact, that it was a dog. A small pile of rubbish by the side of the litter bin began to move. Verity and Sally, walking past on their way to the beach, both jumped back, expecting a rat to emerge from the litter. What they saw instead was the back end of a small brown dog, which seemed to be connected to a plastic bag. They both let out shrieks of delight.

"Oh, it's a puppy!" cried Verity, and bent down to release the dog's head from the plastic bag. The dog looked up at them with ketchup on its face. Now that they could see the whole animal, it was clear that it was not quite as young as Verity had thought at first sight. It carried one or two scars of life on the streets – it had a cut below one eye and one ear seemed to be permanently at an angle - but on the whole it was not in bad health for a stray dog. Its coat was shiny and you couldn't see its ribs under the skin, like you could with many dogs in a similar position. Judging by the litter bin, visitors to the beach were a good source of chips, hot dogs and hamburgers without knowing it. The dog sat, looking up at the girls with its tongue hanging out as it panted.

"Come on," said Verity. "Let's take him down to the beach!" Sally hesitated a moment before agreeing. She could see where it was leading. Her father always told her to walk away from a stray animal because there was a danger you would want to keep it. Then it would be harder when you actually did have to walk away. However, she couldn't deny that the dog was cute, so she was pleased when it trotted along behind them on the way to the beach.

They spread their towels on the beach and got suncream out of their bags. When they turned round, the dog had settled on one of the towels as if he owned the place. He seemed glad of the opportunity to rest and Verity could imagine the constant battle he faced each day to survive. Apart from the search for food and shelter, which perhaps were less of a problem here than they would have been in the city centre, there was the competition from other dogs. This dog must be pretty smart, she decided, to survive against the others because he certainly wouldn't win too many fights, even if his injuries showed that he didn't give up easily.

They spent the day lazing in the sun, swimming and playing beach tennis. The dog joined in after resting for a while. To the casual observer, it would have looked like two girls and their dog playing together. Sally knew, however; that that wasn't the case and she was dreading the moment when they would have to leave. Eventually, the sun began to set and it got cooler. Verity stared at the sun, as if willing it to stay in the sky for another hour. She avoided looking at Sally and didn't seem to notice Sally looking at her watch. Verity stroked the dog, which was lying on the towel next to her. Sally knew that they couldn't put it off any longer.

"It's probably time we were getting back," she said at last. Verity turned round and Sally saw tears running down her face. The dog looked from one of them to the other and waited.

1. Verity and Sally's first reaction is ______
   A. amusement at the dog's appearance.
   B. worry about the dog's condition.
   C. fright at what might be under the rubbish.
   D. curiosity at the dog's behaviour.

2. The dog seems to be ______
   A. in good condition despite its injuries.
   B. in a worse state than most stray dogs.
   C. rather overweight for its size.
   D. in urgent need of medical attention.

3. It seems that people who go to this beach ______
   A. enjoy feeding the stray dogs.
   B. are careless with their rubbish.
   C. throw a lot of food away.
   D. don't know they are harming the dogs.

4. Sally doesn't immediately agree to take the dog to the beach because ______
   A. they don't have a lead to put on the dog to control it.
   B. her father stops her from doing what she wants to do.
   C. she thinks the dog might be dangerous, in spite of his appearance.
   D. she doesn't want to form a relationship with the dog.

5. Verity thinks that the dog ______
   A. needs their help to avoid the other dogs.
   B. is a coward when it comes to fighting other dogs.
   C. is more attractive than the other dogs.
   D. uses his brains to beat the other dogs.

6. The girls don't want to leave the beach because ______
   A. they think the dog will be attacked.
   B. they want to sunbathe for another hour.
   C. they want people to think it's their dog.
   D. they are trying to delay leaving the dog.

7. Sally feels uncomfortable because ______
   A. she and Verity have argued about the dog.
   B. she thinks that someone is watching them.
   C. she knows that leaving the dog will be hard.
   D. she wants to get rid of the dog without Verity knowing.

GLOSSASRY

- **a pile of rubbish** một đống rác
- **litter bin** thùng rác
- **to emerge from** chui ra từ, xuất hiện
- **shrieks of delight** tiếng reo mừng
- **puppy** con chó con
- **to release sth from sth** tháo gỡ cái gì ra khỏi
- **ketchup** nước xốt cà chua
- **at first sight** mới thoạt nhìn
- **scar** vết sẹo
- **to be at an angle** nghiêng một bên, không ngay ngắn
- **a stray dog** con chó đi lạc/ vô chủ
- **shiny** bóng láng
- **rib** xương sườn
- **chips** khoai tây rán
- **hot dog** bánh mì kẹp xúc xích
- **to pant** thở hổn hển
- **cute** (adj) dễ thương
- **suncream** kem chống nắng
- **to laze** nghỉ ngơi thư giãn
- **to the casual observer** đối với người ngoài cuộc
- **to stroke** vuốt ve
- **lead** dây dẫn chó
- **coward** kẻ hèn nhát

82

When Carrie joined the school's debating team, she hadn't considered the fact that she would have to speak confidently and clearly in front of an audience of strangers. She'd merely gone down the list of possible Thursday afternoon activities, crossing off first the ones which she liked the least. When there was one activity left on the list – the Debating Club – she thought to herself, "Well, at least it's indoors." She put a tick next to it and thought no more about it.

The reality of what membership actually involved sunk in the following Thursday. "This year, we'll be competing with schools in the local area," said Miss Forbes. "The first debate is next Saturday evening at Daversham College. We'll need two speakers, and the topic is capital punishment. We have to argue in favour of it. Any volunteers?"

There was silence in the room. "Nobody?" said Miss Forbes. "Well, in that case I'll decide who's going to speak. Alison, will you do the main, five-minute speech, and Carrie, can you do the two-minute summing up at the end?"

Although Miss Forbes had phrased it as a question, it was not the kind of school where you could say no to a teacher. "Yes, Miss Forbes," said Carrie weakly.

Miss Forbes explained to Carrie exactly what she would have to do. "The actual summing up of our main arguments should be the last thirty seconds or so of your speech. That bit's easy, and can be written in advance. Discuss with Alison what the main points she's making are. For the first minute and a half, though, you have to respond to the points made by the opposition, and explain why they're wrong. I won't lie to you, it's not easy. You have to listen very, very carefully to what they say in their main speech, make notes as you listen, and come up with reasons why those points are wrong."

Carrie was terrified. She'd never done anything like this before in her life, and was sure she would make a fool of herself. What if she couldn't think of anything to say? A minute and a half is a lifetime when you're standing in front of a microphone and everyone's looking at you. Still, at least none of her friends would be there to see her mess up. "Thank goodness it's not at our school," she thought.

The debate at Daversham College was held in the Main Hall. The whole school was present. The rows of unknown faces seemed to Carrie to be waiting for her to fail. Her heart had never beaten so fast, and as she walked across the room with Alison and Miss Forbes, her hands were shaking so much she could hardly hold the pen and paper she was carrying.

Alison opened the debate. Although she had written her speech out in full, she rarely glanced at the papers in front of her. "She must have learnt it by heart," thought Carrie admiringly. Alison made some forceful arguments, her points were clear, her timing was excellent, and there was thunderous applause as she sat down. Carrie just had time to whisper, "Well done, Ali. Great job!" before the main speaker of the opposing team stood up. "Come on, Clare Dalton of Daversham College," thought Carrie. "Say something ridiculous that I can easily argue against."

For the first thirty seconds of Clare's speech, Carrie couldn't find any points to disagree with. She stared at her blank piece of paper, and dreaded what would happen if it remained blank for the whole five minutes. Suddenly she found herself thinking, "Wait a minute. What she's just said doesn't make sense. Does it? No, it doesn't!" As quickly as she could, she wrote down Clare's exact words, and made a note next to them as to why her point was illogical. "One or two more like that," thought Carrie, "and I'll be able to make a speech after all."

1. Carrie had chosen to join the Debating Club because it was ______
   A. at the bottom of the list of possible activities.
   B. the only activity which didn't take place outdoors.
   C. the activity on the list she disliked least of all.
   D. a chance to give speeches in front of strangers.

2. The following Thursday, Carrie realised for the first time that ______
   A. she would actually have to speak in public.
   B. she didn't believe in capital punishment at all.
   C. Miss Forbes would always decide the speakers.
   D. she was allowed to volunteer to be a speaker.

3. Miss Forbes told Carrie that Carrie's main responsibility would be to ______
   A. help Alison come up with a list of points to make.
   B. write Alison's speech for her before the debate.
   C. answer the opposition's questions during the debate.
   D. disagree with arguments made by the opposing team.

4. Carrie was glad the debate had been arranged at another school because ______
   A. she would be able to use a microphone there.
   B. her friends wouldn't be able to see her fail.
   C. the atmosphere would help her succeed.
   D. she had never taken part in a debate there.

5. In the Main Hall before the debate, Carrie felt that everyone in the room ______
   A. could hear her heart beating.
   B. was looking at her hands shaking.
   C. expected her to do badly.
   D. knew she would drop her things.

6. Carrie was particularly impressed that Alison ______
   A. had written her speech on several pieces of paper.
   B. had made so many clear, forceful arguments.
   C. didn't look at the papers in front of her at all.
   D. had memorised her speech before the debate.

7. During Clare's speech, Carrie was surprised that she ______
   A. had found a point to make in her own speech.
   B. was able to remember Clare's exact words.
   C. had time to make a note next to Clare's words.
   D. could make notes on the piece of paper so quickly.

GLOSSASRY

– **debating team** đội tranh luận
– **to cross sth off** gạch bỏ cái gì (trên 1 danh sách)
– **Debating Club** Câu Lạc Bộ Tranh Luận
– **a tick** dấu tick
– **membership** sự trở thành hội viên/ tư cách hội viên
– **to phrase** diễn đạt bằng từ ngữ
– **argument** lí lẽ
– **the opposition** đối thủ
– **to make a fool of oneself** biến mình thành kẻ ngốc nghếch
– **to mess sth up** làm hỏng bét cái gì
– **admiringly** (adv) tỏ vẻ thán phục/ hâm

– **to sink in** hiện rõ ý nghĩa trong đầu ai/ khiến ai thấm thía ý nghĩa
– **capital punishment** án tử hình
– **to argue in favour of sth** đưa ra lí lẽ để ủng hộ cái gì

mờ
– **forceful** (adj) mạnh mẽ
– **timing** sự định giờ
– **opposing team** đội đối thủ
– **illogical** (adj) phi lô-gích, không hợp lí

83

Terry stood on deck as the ferry slowly arrived at the island. He watched the sailors throw ropes to their colleagues on shore and then looked up at the villages of small white houses that dotted the mountainside above the small town. He was planning a six-month stay, much longer than the few days or weeks that the noisy crowds of tourists around him were planning. He had given himself that long to write a novel and he was determined to succeed, whatever the temptations to enjoy himself might be. Leaving his life behind was just the thing he needed, he thought, and the island seemed to him to be the ideal place for it. He collected his things and made his way onto the concrete quay.

He was immediately surrounded by local people, all rudely pushing each other out of the way to offer him a room that was guaranteed to be "the cheapest in town", although he knew that they couldn't all be the cheapest. Terry politely shook his head and peered around for the Paradise Hotel and one "Mrs Magda". She had sounded quite intimidating on the phone, so when a young woman approached him and quietly asked in perfect English if he was Terry Snow, he wasn't sure how to respond. The woman smiled and said: "Perhaps you were expecting my mother? I hope you are not disappointed."

"N ... No, no. Not at all," stammered Terry. She picked up one of his bags and they set off into the small town. She asked him about his stay and he told her that his plan was to stay a week at the hotel while he found more permanent accommodation.

"Six months is a long time to be on the island," she said. "You'll find it different in winter. Once, there was farming and fishing on the island but they've practically disappeared. Tourism is the only source of income and so few of the locals fancy sitting and watching winter come when the tourists leave. Almost all of them have second jobs on the mainland and the heart has been ripped out of the place." "And you?" Terry asked.

"I went away to the mainland for my education. Since I came back, I stay here all year round." They stopped outside a hotel. It reminded Terry of an old woman who still managed to keep a certain air of dignity. It could do with a bit of paint and one of the letters in the name was missing, but it must have once been one of the most impressive buildings on the island. Terry began to wonder about its decline and what caused it but realised that the young woman was waiting for him to say something.

"I'm sorry," he said. "What did you say?"

"I asked you what you thought of the hotel." She looked at it. "Since Dad died, it hasn't been the same. Mum gets a few of the local men in to help out every now and then, but you never do as good a job when you're being paid as when it's an act of love, do you? And Dad loved that hotel. It was his gift to his grandchildren, he used to say. Terry looked at the hotel again. He felt that he had come somewhere where buildings were much more than shelter. Each brick held a story ready to be unlocked and he felt inspired just by touching them. If he felt like that after such a short time, imagine what he might achieve in six months.

"Well, maybe I could help out a bit, while I'm here," he said, excitedly. The young woman nodded and said, "Maybe," before leading the way into the cool interior of the hotel.

1. Terry thinks the island looks ______
   A. like it will be too noisy for him.
   B. suitable for what he wants to do.
   C. too far from the mainland for him.
   D. so relaxing that he will never do any work.

2. Terry rejects the offers of rooms because ______
   A. he has heard that it is easy to be cheated.
   B. no one asks him politely to look at a room.
   C. he has already booked somewhere.
   D. he would rather find a hotel himself.

3. Terry is surprised when the young woman speaks to him because ______
   A. she was much less attractive than he had hoped.
   B. her English is better in real life than on the phone.
   C. he was expecting to meet someone different.
   D. he thought he would have to find the hotel on his own.

4. The young woman tells Terry that ______
   A. traditional sources of money have become less important.
   B. most local people are relieved when the tourists finally go.
   C. people complain about the effects of tourism on local industry.
   D. sometimes tourists find work and decide to stay longer.

5. It seems to Terry that the hotel ______
   A. has never been an attractive building.
   B. has had work done on it recently.

C. makes an impression on everyone who sees it.
D. used to be nicer than it is now.

6. The young woman says that one problem is that ______
A. her mother can no longer afford to pay people to work on the hotel.
B. nobody in the area is willing to do this sort of work.
C. workmen are less careful when they don't own the building.
D. some people pretend to enjoy the work and then do it badly.

7. Terry is excited by the idea of ______
A. finally doing some physical work instead of just writing.
B. getting ideas for his work from the things around him.
C. spending six months researching the history of the island.
D. building a house of his own on the island one day.

GLOSSASRY

- **ferry** chiếc phà
- **to dot** tạo thành từng đốm nhỏ/ có mặt lác đác tại một nơi
- **mountainside** sườn núi
- **temptation** mối cám dỗ
- **concrete** (adj) bằng xi măng/ bê tông
- **quay** cầu tàu
- **rudely** (adv) một cách thô lỗ
- **to peer** nheo mắt nhìn kĩ
- **to sound** nghe tiếng có vẻ
- **intimidating** (adj) khiến ai phải e dè/ sợ hãi
- **to stammer** nói lắp bắp
- **practically** (adv) gần như, hầu như
- **locals** người dân địa phương
- **to fancy doing sth** thích làm gì
- **mainland** đất liền
- **dignity** sự/ vẻ đáng kính
- **It could do with sth** Nó sẽ đẹp hơn nếu có được...
- **to decline** xuống cấp, suy giảm
- **to inspire** gợi cảm hứng
- **interior** phía bên trong

84

Ask a hundred comedians what the secret of good comedy is, and you're guaranteed that at least ninety-nine of them will come up with the same response: timing. Although this is undoubtedly true, it is not the complete answer, as what exactly good comedy is should, surely, involve the concept of making people laugh. Successful politicians also have to have good timing, but most of them would soon face an empty audience if they ever chose to perform at a comedy club.

So what is the secret of good comedy? There clearly isn't one straight answer, but there's no doubt that much of modern British humour relies on comedy through language, comedians like Charlie Chaplin and Benny Hill and present-day characters like Mr Bean being part of a different tradition of "slapstick" comedy that relies on the physical rather than the verbal.

The joke is the most obvious example of language comedy. With language comedy, how you phrase what you're saying – particularly the "punchline", the final line of a joke that draws the laugh – is more important than what you're saying. Take this traditional double-act joke:

First man: I say, I say, I say. My wife's gone to the Caribbean.

Second man: Jamaica?

First man: No, she went of her own accord.

Ignoring the fact that it's not particularly funny to modern ears (if it ever was funny), at first sight it appears that the humour rests in the fact that "Jamaica" is confused for "D'you make her?", i.e. "Did you make her go to the Caribbean?". Try putting a different final line on the joke, though. "No, she chose to go." contains exactly the same meaning but, well, it's just not as funny, is it? It's all in the phrasing.

This may be one of the reasons why British humour doesn't translate into other languages very well. When one translates, one keeps the meaning but the phrasing changes, losing the basis of the humour.

The second secret of comedy to my mind is characterisation. By this, I mean the creation of a character, or characters, by the comedian through which the jokes or stories are told. Comedy is acting and, like any play, a great script in the wrong hands can be a disaster and a terrible script in an expert's hands can be made into something quite special.

I remember as a child watching the comedian Peter Sellers being interviewed on the Parkinson show. Michael Parkinson, the studio audience, and my parents watching with me at home were crying with laughter at everything that Sellers did or said. I sat there thinking: "He's just waving a handkerchief around. Nobody laughs when I do that. Why are they laughing at him?" I now know what I didn't know then – that he was a comic genius, and I'm not. And by that, I mean that he had the ability to create characters that people found genuinely funny, whatever they did. He could have sat there in silence and people would still have been laughing. And – let's be clear – even though Sellers was appearing on a chat show supposedly as himself, he was in character. As anyone who's read the biography of Peter Sellers by Roger Lewis knows, Sellers off-stage was an incredibly violent and difficult man.

So is it possible to learn to be a comedian, or is it just a natural talent? There may well be people who will never, ever succeed at being professional comedians however hard they try. Very few of us will ever be an Einstein, Mozart or Shakespeare in our respective fields. However, all comedians will tell you that the more experience you get, the more experienced, and therefore the better, you become. And they're not joking.

1. In the first paragraph, the writer suggests that politicians ______
   A. often attempt humour in their speeches.
   B. are only successful if they are funny.
   C. are used to facing empty audiences.
   D. are no good at making people laugh.

2. According to the text, "slapstick" comedy ______
   A. does not make use of language to be funny.
   B. is different to the comedy of Benny Hill.
   C. is only found in modern British humour.
   D. does not exist in Britain anymore.

3. The writer tells the joke about Jamaica to ______
   A. demonstrate how many old jokes are not funny today.
   B. explain why many jokes need two people to tell them.
   C. show how the actual words used in a joke are important.
   D. point out that some jokes contain confusing phrases.

4. Whether a comedy act is "a disaster" or "something quite special" depends on ______
   A. the quality of the script being performed.
   B. the ability of the performer to perform.
   C. how much the act is like a play.
   D. which character tells which joke.

5. Watching the Parkinson show, the writer did not understand why ______
   A. Peter Sellers was doing the things he was doing.
   B. nobody was laughing at him at that moment.
   C. Peter Sellers was a comic genius and he wasn't.
   D. everyone laughed at Sellers doing ordinary things.

6. The writer mentions a book by Roger Lewis to ______
   A. enable people to find out more information about Peter Sellers.
   B. prove that he hadn't made up the story about Peter Sellers.
   C. make it clear that Peter Sellers often played unpleasant characters.
   D. emphasize that Peter Sellers was acting during the chat show.

7. In the final paragraph, the writer makes the point that ______
   A. none of us can learn to be good comedians.
   B. all comedians' skills improve through practice.
   C. it's not worth trying to become a professional comedian.
   D. Einstein, Mozart and Shakespeare weren't comedians.

GLOSSASRY

- **secret** 1) điều bí mật 2) bí quyết
- **comedy** hài kịch
- **comedian** diễn viên hài
- **concept** quan niệm
- **a straight answer** một câu trả lời đơn giản
- **humour** óc/tính hài hước
- **slapstick comedy** loại hài kịch sử dụng động tác chọc cười
- **verbal** (adj) thuộc/ bằng lời nói
- **punchline** câu kết bất ngờ có tác dụng gây cười của màn tấu hài
- **double-act joke** màn tấu hài gồm 2 diễn viên
- **to do sth of one's own accord** tự ý làm gì
- **characterisation** sự hóa thân thành nhân vật
- **script** kịch bản
- **a chat show** chương trình tán gẫu trên TV
- **off-stage** khi không diễn trên sân khấu/ ở ngoài đời
- **respective** (adj) tương quan/ riêng của từng người

85

New words are invented all the time. I know that, and I know it's inevitable. For my part, and perhaps this is because I'm an old man now, I tend to think we've got enough words already and if we only used them properly we wouldn't need to come up with new ones.

There is a fairly new word, though, which I heard for the first time only a year or two ago. I believe it's American in origin, which makes it all the more surprising that I've added it to my vocabulary. And, I must point out, it's not unwillingly that I've accepted and embraced it. I honestly cannot imagine how I got through eighty-two years of life without it. Looking back, I can see occasion after occasion where the word would have been useful, where its existence might actually have changed things for the better, because to define something is to understand it, and be able to change it. The word is: nimby.

For those of you who are still unaware of this word, let me explain. A nimby is a person who does not want something such as a new building or road built near where they live. It's not that they can't see the value of the building project; often they can. They just want it built somewhere else – somewhere that won't disturb their peace and quiet at home. If you have an interest in language, you may like to know that nimby is an acronym, its letters being formed from the first letters of the words "Not In My Back Yard".

I have lived in the same small village in Sussex (population: 2,500) for over 30 years. I had always thought I was surrounded by neighbours, friends and fellow lovers of rural life. Now I have discovered I am surrounded – with a few notable exceptions – by nimbys (or "nimbies", opinion seems to be divided on the plural). The village is at war with itself, and, unfortunately, the nimbys are winning. A few of us are fighting them, though, and I am confident that we shall win eventually.

The war is over a proposed new community centre. I see it – as any sensible person should – as a much-needed addition to the village. It would be a place for the youth of the village to meet at night and would, frankly, help keep them out of trouble. It would be a place for pensioners like me to go for a coffee and chat in the mornings. It would have meeting rooms, a cafe, sports facilities, a small stage for performances, even a gym. It would create jobs. How could anyone oppose it? But of course for nimbys, the issue is not that the village doesn't need a community centre. I think I'm right in saying that every single one of them supports the concept in principle. They just don't want it next to their house.

There are four possible sites. This means there are four groups of nimbys. Each group wants the centre to be built in one of the three sites that are not near their own houses. While they fight amongst themselves, the centre is not being built. It could have opened six months ago, if the village had united and backed the proposals. The money – all £250,000 of it – is sitting in a bank account waiting to be spent. Some doubt it ever will.

For me, the campaign goes on and I have one key strength. One of the proposed sites is almost right next door to my house. Am I terrified that there will be busloads of people arriving in the middle of the night and disturbing my sleep? No, I am not. Am I afraid that all the youths leaving the centre when it closes will smash my windows and burgle my house? No, I am not. Am I worried that a community centre next door will decrease the value of my house? No, I am not. Am I proud that I am not and never will be a nimby? Yes, I am.

1. In the first paragraph, the writer says that he ______
   A. recognises the importance of inventing new words.
   B. believes he can stop the invention of new words.
   C. thinks the invention of new words is unnecessary.
   D. is very careful to always use new words properly.

2. The word "nimby" is now used by the writer despite the fact that ___
   A. it originally came from the USA.
   B. he was unwilling at first to use it.
   C. it would have been more useful in the past.
   D. he can't understand exactly what it means.

3. The writer suggests that a nimby wouldn't oppose ______
   A. worthwhile construction in their neighbourhood.
   B. construction in their neighbourhood if it's quiet.
   C. construction in other people's neighbourhoods.
   D. any construction that adds value to their life.

4. The writer has recently ______
   A. discovered that he has new neighbours.
   B. learnt the truth about his neighbours.
   C. realised he is alone in his struggle.
   D. become more confident about winning.

5. The word "frankly" in paragraph five emphasises that ______
   A. the centre would solve all the problems caused by young people.
   B. there are very few young people living in the village anyway.
   C. most people do not believe the centre would be used at night.
   D. young people in the village do sometimes get into trouble at present.

6. The four groups of nimbys ______
   A. agree that the village doesn't need a new centre.
   B. have agreed where the centre should not be built.
   C. disagree about where the centre should be built.
   D. agree that one of the four sites is acceptable.

7. The first three questions which the writer asks in the final paragraph ______
   A. demonstrate how courageous the writer is.
   B. help show us what nimbys are scared of.
   C. suggest that nimbys sometimes use violence.
   D. show that the writer has a very secure house.

GLOSSASRY

- **inevitable** (adj) tất yếu, không thể tránh được
- **to come up with sth** nghĩ ra (một điều mới mẻ)
- **to embrace** 1) ôm hôn, ôm choàng lấy 2) vồ vập cái gì vì quá thích/ hồ hởi đón nhận
- **to change things for the better** làm cho mọi sự trở nên tốt đẹp hơn
- **acronym** từ viết tắt thành âm tiết đọc được
- **fellow lover** người cùng yêu thích như mình
- **rural life** đời sống nông thôn
- **notable** (adj) đáng chú ý
- **to be at war with sb** đang có chiến tranh với ai
- **proposed** (adj) đang được đề xuất
- **community centre** trung tâm sinh hoạt cộng đồng
- **much-needed** (adj) đang được mong mỏi
- **addition to** món bổ sung cho
- **frankly** (adv) thành thực mà nói
- **to keep sb out of trouble** giúp ai tránh được rắc rối
- **pensioner** người lãnh lương hưu
- **gym** nhà tập thể dục
- **in principle** về mặt nguyên tắc
- **terrified** (adj) sợ hãi
- **busloads of** những chuyến xe buýt chở đầy
- **to smash** đập nát
- **to burgle a house** ăn trộm một ngôi nhà

86

SMART EXERCISE

Are you preparing for a big test? If so, you may want to go play some basketball in between hitting the books. Doctors are starting to find more and more information that suggests a connection between exercise and brain development. Judy Cameron, a scientist at Oregon Health and Science University, studies brain development. According to her research, it seems that exercise can make blood vessels, including those in the brain, stronger and more fully developed. Dr. Cameron claims this allows people who exercise to concentrate better. As she says, "While we already know that exercise is good for the heart, exercise can literally cause physical changes in the brain."

The effects of exercise on brain development can even be seen in babies. Babies who do activities that require a lot of movement and physical activity show greater brain development than babies who are less physically active. With babies, even a little movement can show big results. Margaret Barnes, a pediatrician, believes in the importance of exercise. She thinks that many learning disabilities that children have in elementary school or high school can be traced back to a lack of movement as babies. "Babies need movement that stimulates their five senses. They need to establish a connection between motion and memory. In this way, as they get older, children will begin to associate physical activity with higher learning," says Margaret.

Older people can beef up their brains as well. Cornell University studied a group of seniors ranging in age from seventy to seventy-nine. Their study showed a short-term memory increase of up to 40 percent after exercising just three hours a week. The exercise does not have to be very difficult, but it does have to increase the heart rate. Also, just like the motion for infants, exercise for older people should involve some complexity. Learning some new skills or motions, such as with yoga or tai-chi, helps to open up memory paths in the brain that may not have been used for a long time.

For most people, any type of physical activity that increases the heart rate is helpful. The main goal is to increase the brain's flow of blood. And your brain can benefit from as little as two to three hours of exercise a week.

1. What is the main idea of this reading?
    A. How to exercise
    B. How exercise helps the brain
    C. How to get good scores on a test
    D. How the brain can change

2. According to the reading, what is the connection between exercise and brain development?

A. Exercise makes us stupid.
B. The brain needs special mental exercise.
C. The more exercise, the bigger the brain.
D. Physical exercise helps us think better

3. The minimum amount of exercise required to gain any benefit is ______ .
A. three hours per week
B. 40 hours per week
C. three hours per day
D. 40 hours per month

4. Why is yoga recommended for seniors?
A. It is easy on joints.
B. It does not increase the heart rate.
C. It can be done in groups.
D. It includes learning new motions.

5. What type of patients does a pediatrician probably treat?
A. Poor people
B. Children
C. Animals
D. Old people

GLOSSARY

- **to hit the books** bắt tay vào việc học thật chăm chỉ
- **blood vessel** mạch máu
- **paediatrician** bác sĩ nhi khoa
- **learning disability** chứng thiểu năng học tập
- **to be traced back to** có nguồn gốc từ
- **to stimulate** kích thích
- **the five senses** năm giác quan
- **motion** sự chuyển động, động tác
- **to beef up sth** tăng cường cái gì
- **senior** người cao tuổi, bậc lão thành
- **short-term memory** trí nhớ ngắn hạn
- **heart rate** nhịp tim
- **infant** trẻ sơ sinh
- **complexity** sự/ độ phức tạp
- **tai-chi** thái cực [môn thể dục dưỡng sinh]
- **flow** dòng chảy, dòng lưu thông

87

Damian would never have called himself a bully. A victim of bullying himself on occasion, if he'd thought for one second that he was bullying his classmates, he would have been devastated. The idea that he bullied his friends had never even entered his head. But now he was having to face up to the fact that perhaps in certain ways he was a bully.

It had all started in the mid-morning break, when Damian and a couple of his friends were discussing what to do about Frank Rice. Frank Rice was a bully and the whole school knew it. The question was, should they tell a member of staff the next time Frank picked on one of them? Damian thought they should. Chris and Will thought that they shouldn't. As they were arguing, Damian said: "We've got to do something. He's making people's lives a misery. It can't go on like this." There was silence when Chris replied: "Well, he's not the only one, you know. You should take a look in the mirror, Damian, before accusing other people. You're not perfect, you know."

Damian was so shocked, he didn't know how to reply. He didn't know where to begin. Finally, he managed to ask: "What on earth do you mean? You're not suggesting I'm a bully, are you? How am I like Frank Rice?"

Will explained. "No, you're not like Frank Rice at all. Chris didn't mean that. You don't hit people, you don't want to be horrible and nasty. You're usually just trying to be funny, but sometimes the things you say do hurt people. Quite often, in fact."

"Give me an example," said Damian.

"Well, take yesterday, for example," said Will, "when we were in the changing room after football. You kept saying how Chris was such a terrible goalie, you seriously wondered if he'd been bribed by the other team."

"I was only joking!" protested Damian. "You know that, Chris, don't you? I was only teasing." "That's exactly the point," said Will. "You were teasing Chris. And you do that a lot. It's not very nice, you know. I could see that Chris was upset, even if you didn't notice."

"Were you, Chris?"

"Well, I can't say I enjoyed it, to be honest. And Will's right. You do seem to do it a lot."

The bell rang, and they went off to class. Damian found it hard to concentrate for the rest of the morning. The conversation he'd had with Will and Chris kept coming back to haunt him. Was he a bully? If he was, he certainly didn't mean to be. But there was no escaping the fact that two very good friends of his thought that his comments often hurt them.

At lunch, Damian, as usual, sat next to Chris and Will. "Guys, I've been thinking about what we were talking about earlier and I think you're right. I just want to say that I'm really, really sorry. You're my best friends, and I'd never do anything to hurt you on purpose. I can see that I do sometimes say things that would upset you, and I'm going to make a real effort not to do that from now on. Still friends?"

"Of course we are, Damian," said Chris. "But thanks."

"No problem," said Will.

In the changing room that afternoon after football practice, Damian, Chris and Will were discussing the game. Will had fallen over the ball at one point, and Damian was just about to make a joke about it when he stopped himself. "Am I allowed to say something like that?" he thought to himself. "We are friends. We've got to be able to joke with each other. Or is it too nasty?" Damian decided not to say anything on this occasion, but he began to realise that keeping his promise to Chris and Will would not be as easy as he'd thought.

1. From the first paragraph we learn that Damian has ______
   A. sometimes been bullied by other people.
   B. never thought about bullying before.
   C. briefly considered bullying his classmates.
   D. only been bullied once in his life.

2. The boys disagree about whether ______
   A. Frank will bully them again in the future.
   B. they should have told a teacher about Frank.
   C. Frank is making people feel very miserable.
   D. to tell a teacher if Frank bullies them again.

3. When Chris tells Damian to "take a look in the mirror", he means Damian should ______
   A. look at what Frank has done to him.
   B. take more care with his appearance.
   C. think about his own behaviour.
   D. remember that no one is perfect.

4. Will's explanation to Damian suggests that Frank Rice ______
   A. never tries to make people laugh.
   B. sometimes uses physical violence.
   C. doesn't want to be nasty either.
   D. only uses language to hurt people.

5. The example from the previous day that Will gives shows that ______
   A. Will thinks it is extremely funny when Damian teases Chris.
   B. Damian only teases Chris and never makes jokes about Will.
   C. Damian's jokes about Chris and Will can sometimes be cruel.
   D. Chris gets more upset by Damian's comments than Will does.

6. Damian finds it difficult to concentrate in class because he ______
   A. is angry his friends have accused him of being a bully.
   B. believes he will never be friends with Chris and Will again.
   C. is continually looked at by Will and Chris during the lessons.
   D. can't stop thinking about what he's been accused of.

7. In the changing room, Damian understands that ______

A. it is difficult to balance making jokes with being nice.

B. he has already broken his promise to Chris and Will.

C. keeping his promise is the most important thing to him.

D. stopping himself from saying nasty things will be impossible.

GLOSSASRY

- **bully** kẻ bắt nạt (người nhỏ tuổi hơn)
- **on occasion** thỉnh thoảng
- **devastated** (adj) cảm thấy sững sờ/ sửng sốt/ choáng váng
- **a member of staff** một thầy cô giáo trong trường
- **to pick on sb** chọn ai đó (để trừng trị/ chỉ trích/ lên án)
- **misery** sự khổ sở/ khốn khổ – **changing room** phòng thay quần áo
- **goalie** thủ môn
- **to bribe** hối lộ
- **to protest** phản đối
- **to tease** chọc ghẹo
- **to haunt** ám ảnh

88

That night as Easton walked home through the rain he felt very depressed. It had been a very bad summer for most people and he had not fared better than the rest. A few weeks with one firm, a few days with another, then out of a job, then on again for a month perhaps, and so on.

William Easton was a man of medium height, about 23 years old, with fair hair and moustache and blue eyes. His clothes, though shabby, were clean and neat but the holes in his shoes made it painful to walk.

He was married: his wife was a young woman whose acquaintance he had made when he happened to be employed with others painting the outside of the house where she was a general servant. Easton had been in no hurry to marry for he knew that, taking good times with bad, his wages did not average a pound a week. However, after going out for 18 months they were finally married.

That was a year ago.

As a single man he had never troubled much if he happened to be out of work. He always had enough to live on and pocket money besides, but now that he was married it was different; the fear of being "out" haunted him all the time.

He had started for Rushton and Co. on the previous Monday after having been idle for three weeks and, as the house where he was working had to be done right through, he had congratulated himself on having secured a job that would last till Christmas; but he now began to fear that what had happened to Jack Linden – a master craftsman – might also happen to himself at any time. He would have to be very careful not to offend Bill Crass in any way. He was afraid that the latter did not like him very much as it was. He knew that Crass could get him the sack at any time and would not scruple to do so if he wanted to make room for some pal of his.

Crass, the foreman, was quite without special abilities; he was if anything inferior to the majority of the men he supervised. Even so, he pretended to know everything, and the vague references he was in the habit of making to "tones" and "shades" and "harmony" had so impressed Frederick Hunter that the latter was completely taken in. It was by pushing himself forward in this way that Crass had managed to get himself put in charge of the work.

Although Crass did as little as possible himself, he took care to work the others hard. Any man who failed to satisfy him was reported to Hunter as being "no good" or "too slow for a funeral" and was then dispensed with at the end of the week. Knowing this, all the workers feared and hated the wily Crass.

Some, by giving him pipefuls of tobacco and pints of beer, managed to stay in Crass's favour and often kept their jobs when better men were dismissed.

As he walked home through the rain thinking of these things, Easton realized that it was not possible to foresee what a day or even an hour might bring.

1. As he walked home, Easton felt depressed because ______
   A. it had been a bad summer for most people, including him.
   B. he was afraid of losing his job.
   C. he had recently got married, despite his low wages.
   D. his shoes were worn out and his feet were hurting.
2. The fifth paragraph mentions Easton's fear of being "out". Is this a fear of ______
   A. being unemployed?
   B. not having any money?
   C. having nowhere to live?
   D. falling out with his wife?
3. The most senior person mentioned in the passage is ______
   A. Jack Linden.
   B. Frederick Hunter.
   C. Bill Crass.
   D. William Easton.

4. Crass got his position because Hunter thought he was good at ______
   A. using language.
   B. managing other people.
   C. understanding colour schemes.
   D. repairing or decorating houses.
5. To keep his job, anyone working under Crass had to ______
   A. work hard.
   B. give him presents.
   C. take care not to offend him.
   D. make room for his "pals".
6. Crass was ______
   A. a skilful worker but lazy.
   B. not very skilful but hard working.
   C. not very skilful and also lazy.
   D. a skilful man and a hard worker.
7. A good title for the passage would be ______
   A. Foreman Crass. B. An Uncertain Future.
   C. Too Slow for a Funeral. D. A Miserable Walk.

GLOSSASRY

- **to fare** làm ăn/ sinh sống
- **moustache** bộ ria mép
- **shabby** (adj) xộc xệch, cà tàng
- **to make sb's acquaintance** làm quen với ai
- **general servant** người giúp việc nhà
- **to take good times with bad** lấy lúc khấm khá bù cho lúc túng thiếu
- **to average** đạt được số bình quân là
- **to trouble** bận tâm
- **idle** (adj) nhàn rỗi/ ăn không ngồi rồi
- **to do right through a house** trang trí cho xong một cái nhà
- **to secure sth** nắm vững/ cầm chắc/ kiếm được cái gì
- **master craftsman** thợ thủ công tay nghề cao/ vào hạng bậc thầy
- **to offend** làm mất lòng
- **to give sb the sack** sa thải ai
- **to scruple to do sth** ngại ngùng không muốn làm gì
- **to make room for** dành sẵn chỗ cho
- **pal** bạn thân
- **foreman** viên đốc công
- **if anything** [cách nói để làm mạnh thêm một phát biểu phủ định trước đó] thậm chí là còn.../ còn hơn thế nữa/ mà trái lại còn
- **inferior to sb** (adj) thua kém ai
- **to supervise** giám sát, cai quản
- **vague** (adj) mơ hồ
- **tones, shades, harmony** [nói về trang trí/ sơn nhà cửa] những cách phối màu, các sắc độ, sự hài hòa màu sắc
- **to put sb in charge of sth** giao cho ai phụ trách việc gì
- **to be taken in** bị lừa dối
- **to work sb hard** bắt ai làm việc vất vả
- **to be dispensed with** bị vứt bỏ/ bị loại thải
- **wily** (adj) xảo trá, quỷ quyệt
- **a pipeful of tobacco** một ống tẩu nhồi đầy thuốc hút
- **pint** [dung tích] một panh (= 0.57 lít ở Mỹ]
- **to stay in sb's favour** vẫn được lòng ai, vẫn được ai ủng hộ/ bênh vực
- **senior** (adj) (vai vế) ở cấp cao hơn, ở cấp trên

89

ALL IN A DAY'S WORK

reported by Jenny Paterson

When most people are asked to describe their job, their description does not include running through burning buildings and jumping out of tenth floor windows! Being a stuntperson, however, is no ordinary job! Last week, I was lucky enough to meet Stanley Pilot, who has been working as a stuntman for over twenty years. He was kind enough to agree to see me during his short stay in London.

Q Our readers would love to find out how you got started as a stuntman. Had you always wanted to do this kind of work?

A Well, actually, it took me a while to realise that this was the job for me. You see, when I was a child, I was always the one to climb the highest trees in the neighbourhood. The others would watch anxiously to see if I was going to survive my latest stunt. My mother and I got used to spending most weekends in the local children's hospital! I remember her saying to me on my sixteenth birthday, "You're too old for this now, Stanley; next time, you're on your own."

Q What did she mean?

A She'd had enough! She thought I was old enough to know what was dangerous. She made me realise that, although I loved doing dangerous things, I needed some guidance. That summer I joined the local mountaineering club and, from then on, nothing could stop me.

Q What other sports did you learn?

A You name it, I've done it! Actually, I was learning whitewater rafting when I applied for my first job. David, one of the others on the course, told me that he worked as a stuntman for a small independent film company that had been filming on location in our area.

Q Did you get a job there, too?

A Yes, I was very lucky. David took me along one day, and I showed them what I could do. The director liked what he saw, and I got my first job!

Q Was it easy to find work after that?

A No, it wasn't! To be fair, the film company was a great help, but even so, I didn't find any work for a long time. It got easier when I'd been in a few films, though. I met other stuntmen and made some good friends. Actually, one of the people who has helped me a lot has done stunts for Clint Eastwood.

Q Do you have a favourite stunt?

A Yes, I really enjoyed jumping out of a helicopter in the Alps. Words can't describe the thrill you feel as you fall through the air. Although you are only in the air for a few seconds. It feels like forever!

Q Your job must be very dangerous. Have you ever been seriously injured?

A Apart from a few broken bones, no. I used to be foolish and think "It will never happen to me!" Some people say I've been lucky, but for years I've made sure that the company I work for has a good safety record. A good company can take days to set up a stunt which may take only a few minutes to film. I'm used to waiting on film sets for hours on end. It's better than risking your life because you're too impatient.

Q That's very sensible. What would you say to people interested in this line of work?

A I'd tell them it's hard work, but that there are plenty of opportunities in the film industry. Go for it!

1. When did the stuntman meet the interviewer? While ______
   A. he was living in London.
   B. he was visiting London.
   C. he was working in London.
   D. she was visiting London.
2. Why did the children watch him? They ______
   A. wanted him to fall from the tree.
   B. wanted him to go to hospital.
   C. wanted to see him doing his stunt
   D. were worried he might get hurt.
3. When he took up mountaineering, ______
   A. he was sixteen.
   B. he went to hospital.
   C. he found a job.
   D. someone tried to stop him.
4. How did David help Stanley?
   A. He gave him a job as a stuntman.
   B. He told him about the course.
   C. He told him he had got a job.
   D. He took him to see the director.
5. Finding work was ______
   A. easy because the film company helped.
   B. difficult because no one helped.
   C. very difficult in the beginning.
   D. easy when he'd been in a film.

6. How long was Stanley in the air?
   A. Less than a minute B. More than a minute
   C. A long time D. Forever

7. How has Stanley avoided serious injury?
   A. He has a good safety record.
   B. He has never broken any bones.
   C. He is careful who he works for.
   D. He has been lucky.

GLOSSASRY

- **stuntman** diễn viên đóng thế (các hành động nguy hiểm), cascadeur
- **stunt** hành động nguy hiểm
- **to have had enough of sth** đã chán ngấy cái gì
- **mountaineering club** câu lạc bộ leo núi
- **You name it, ...** Nhiều lắm không kể ra hết được/ Bạn cứ việc kể tên ra bất kì thứ gì thì thứ đó tôi cũng đã (làm rồi)
- **whitewater rafting** môn bơi xuồng trên sông chảy xiết
- **to film on location** quay phim tại thực địa (không phải quay trong phim trường
- **helicopter** máy bay trực thăng
- **the Alps** rặng núi Alps
- **thrill** cảm giác hồi hộp thích thú
- **film set** bộ đạo cụ để đóng phim
- **for (hours) on end** suốt hàng giờ liền
- **to go for sth** lựa chọn cái gì

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BODY TALK

by Mark Evans

You will probably laugh when I tell you that my interest in body language was sparked by a favourite professor of mine at university. He mentioned "Pinocchio Syndrome" to me one wintry morning after claiming that I always rubbed my nose when giving excuses for being late to his lectures. Apparently, when someone tells a lie, the person's blood rushes to the nose and the extra blood makes it itchy. So if you think someone is not being entirely honest with you, perhaps like my professor you should watch to see if they scratch their nose! This little example of non-verbal communication inspired me to become a body language expert.

Now, I earn my living by training people in non-verbal communication. Knowing when someone is lying and knowing how to convince people you're telling the truth are two of the most important skills you'll ever learn. For example, lawyers build their reputation on their deductive skills when cross-examining in court, while politicians need to rely on their powers of persuasion to gain support.

I have dedicated my life to studying the ways the human body gives more reliable information than the words we speak. The words say one thing but the body may say something completely different. This is the theory of body language and most of us are familiar with the basics. We know that crossed arms can be seen as either defensive or aggressive, but what about facial expressions, gestures, posture, and the intonation and rhythm of our speech? All of these speak volumes and can be understood if you only know how to make sense of the signs.

Take the eyes, for example. If I told you a lie, you would probably expect me to look away rather than look you full in the face.

However, this is not, as commonly thought, the sure sign of a lie, but the reflexive movements we make when we are trying to remember something. Because of this, glancing away is not as easy to interpret as you might believe. A good liar is not searching his memory for the truth, so he can quite easily look you straight in the eyes as he speaks to make the lie more convincing. Here's a tip, though. Watch the pupil of the eye; does it change size? If it gets bigger, this is probably an involuntary sign that something is being hidden.

Body language is something that the majority of us cannot control; it's what escapes when we're concentrating on something else. I might think I'm creating a good impression because my voice is strong and steady and my speech is clear, but the sweat pouring off my forehead and my constantly moving feet say otherwise.

Business clients are constantly in need of my services and I try to improve their confidence in themselves by teaching them about body language. I give advice about handshakes, which should always be firm and steady, and I teach the importance of personal space, explaining that people who live in warm climates stand a lot closer to one another than people in cooler climates. They may seem like minor matters, but these codes of behaviour can be the key to making or breaking a business deal.

My working life gives me a great deal of satisfaction. I feel that I'm providing a public service, but it is a service that has had its downside. Whenever I meet someone new and I tell them what I do for a living, they immediately put their guard up and they're no longer relaxed. They quite literally freeze in the attempt to hide all the signals that they assume I'm reading. It makes life difficult at times, but I consider it a small price to pay for a job I enjoy so much.

1. The writer originally became interested in body language because ______

A. of a comment someone made to him.
B. he wanted to know why people tell lies.
C. he wanted to learn more about "Pinocchio Syndrome".
D. his professor recommended the subject to him.

2. According to the writer, non-verbal communication is important because ______
   A. it helps lawyers to be more skilful.
   B. politicians need to know when people are lying.
   C. it can help make people believe what you tell them.
   D. it provides a unique way of earning one's living.

3. What does the writer assume about his readers?
   A. They are able to change their intonation.
   B. They need to develop good posture.
   C. They use only words to communicate.
   D. They know something about the subject.

4. According to the writer, it is not easy to recognise when someone is lying because ______
   A. they have an honest look on their face.
   B. they move their eyes very rapidly.
   C. listeners read their body language incorrectly.
   D. listeners do not look into their eyes.

5. To have a positive effect on someone, you should try to avoid _____
   A. making any facial expressions.
   B. having any involuntary reactions.
   C. giving the impression of not caring.
   D. moving your legs about too much.

6. What is the most important thing for businessmen to learn?
   A. the laws of a particular country
   B. the correct way to behave
   C. the necessity of being polite
   D. the skill of appearing confident

7. Why do people react in a negative way when they meet the writer?
   A. They think he is too self-confident.
   B. They assume that he is always lying.
   C. They have heard about him previously.
   D. They believe he is studying them.

8. What do we learn about the writer from the passage?
   A. He makes a lot of money from his job.
   B. He travels the world giving advice.
   C. He is dedicated to his work.
   D. He trains body language experts.

GLOSSARY

– **body language** ngôn ngữ cơ thể
– **to spark** làm khởi phát

– **aggressive** (adj) có thái độ gây hấn, chực tấn công

- **Pinocchio Syndrome** Hội chứng thằng người gỗ Pinocchio [khi nó nói dối thì mũi nó dài ra]
- **wintry** (adj) lạnh giá
- **to rub** chà xát, cà mạnh
- **to give excuses for sth** viện cớ để giải thích cái gì
- **itchy** (adj) ngứa
- **to scratch** gãi (vì ngứa)
- **non-verbal communication** sự giao tiếp không dùng lời nói
- **to inspire sb to do sth** gợi cảm hứng cho ai làm gì
- **deductive** (adj) có tính suy diễn
- **to cross-examine** truy vấn ráo riết
- **powers of persuasion** năng lực thuyết phục
- **to gain support** giành được sự ủng hộ
- **to dedicate one's life to doing sth** giành hết cả đời ra để làm gì
- **crossed arms** hai cánh tay khoanh lại
- **defensive** (adj) giữ tư thế phòng thủ, tỏ ra thủ thế
- **facial expressions** vẻ mặt, nét biểu lộ trên mặt
- **intonation** ngữ điệu
- **to speak volumes** nói lên rất nhiều điều
- **reflexive movements** cử động phản xạ
- **pupil** đồng tử, con ngươi
- **involuntary** (adj) ngoài ý muốn, bất giác
- **sweat** mồ hôi
- **client** thân chủ, khách hàng
- **firm** (adj) rắn chắc
- **codes of behaviour** quy tắc ứng xử
- **to make or break a business deal** kết thúc thành công hay thất bại một thương vụ/ thỏa thuận giao dịch
- **downside** mặt trái của sự việc
- **to put one's guard up** tỏ ra thủ thế/ đề phòng
- **literally** (adv) đúng nghĩa là
- **to freeze** khựng người lại/ mất vẻ tự nhiên

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THE SERENGETI

As dawn breaks over the vast Serengeti an elephant herd slowly wanders to the side of the waterhole to drink, nearby a pride of lions is lazing in the dry yellow grass and a wild dog howls in the distance. The waterhole is a gathering place for the wildlife in this part of the Serengeti and for people, too. At night, the animal kingdom reigns over the area but the day brings tourists to photograph the wildlife, biologists to study the ecosystem and Masai tribesmen to water their herds of cattle. It appears that animals and humans are managing to live together in harmony in one of the last great wildlife refuges in Africa.

The name for the Serengeti comes from a Masai word that means "the place where the land runs on forever" but it may not be big enough for the Masai to continue their traditional way of life there for much longer. Although the Masai were once free to roam wherever they pleased, since 1959 they have been confined to one small part of the Serengeti ecosystem, the Ngorongoro Conservation Area. The area was established as a place where the Masai could continue with their nomadic lifestyle, where wildlife could be protected and tourism could flourish.

Wildlife and tourism are both doing very well but the same cannot be said for the Masai tribes. In the past fifty years the Masai population has increased from about 10,000 to over 50,000. The result is that there are too many people and too few resources to support the traditional Masai way of life. The land available for them to graze their cattle is limited and they are only allowed to grow enough food to live on for fear that large scale farming will affect the area's natural habitat.

The rise in the Masai population is also worrying because of how it might affect the animals in the conservation area. Herds of wildebeest, zebras and other animals travel through the Ngorongoro region on their migratory paths. Masai settlements, farms and grazing cattle could interfere with these important routes and conservationists do not want to cause any problems for the now growing numbers of animals in the area. So it's the Masai who are being asked to move out of their homelands and to change their way of life, even though the conservation zone was originally created to be a multiple-use area not just for wildlife.

In the Masai village of Endulen women with shaved heads, gleaming silver jewellery and colourful red robes are busy washing clothes in the stream. Tall, spear-carrying warriors hiss at their cattle as they drive them down the dusty main street towards the only water supply in the village. There is a hospital, a school and a market in this village of 8,000 but there is no fresh water supply, only the stream. A stream that supplies all the needs of the people and animals for drinking, washing, cooking and bathing. It is without doubt the life source of this bustling community, a community which continues to grow year by year.

Yet the conservation authorities do not want to provide the Masai with a permanent water supply. This is because they do not want to encourage permanent settlements within the conservation area. As far as the authorities are concerned, the Masai are only allowed to live in the area as nomads who make light use of the land. If the Masai want **to make the shift** from a nomadic existence to a farming community with full amenities such as a water supply and electricity, then they should, once again, be moved out of the Ngorongoro region.

The Masai have other ideas, though. Namely that they have no intention of being moved on again. Although the old ways are slowly fading, they still keep their livestock and go out on the land, even if it is only for days at a time rather than months. In the village they work on vegetable plots outlawed by the authorities and live in permanent dwellings. The flowing traditional red robes and leather sandals are still worn by many Masai but you can also see trainers and T-shirts, too. As another cell phone starts to buzz it becomes obvious that the Masai are making the long, slow transition to a more modern way of life.

1. What impression does the writer give of this part of the Serengeti?
   A. The animals rule in this region of Africa.
   B. People and wildlife exist peacefully there.
   C. There are too many people coming to the area.
   D. It is one of the few places to see wildlife in Africa.
2. What does the writer say has changed about the Masai way of life?
   A. They have had to accept living with animals and tourists.
   B. The Serengeti is no longer large enough to support them.
   C. They are no longer allowed to go wherever they want.
   D. They cannot continue their traditions in the conservation area.
3. Why does the writer feel the growing Masai population has caused problems for the tribe?
   A. It has made it very difficult to continue their traditions.
   B. They are unable to grow enough food to survive.
   C. There is too little room for them and the tourists.
   D. They do not have sufficient space to graze their cattle.
4. Conservationists want the Masai to move to another area because ______
   A. there has been a recent fall in the wildlife population.
   B. the conservation area was designed to protect animals.
   C. the wildlife could be a danger to their way of life.
   D. they could disturb the movements of the wildlife.
5. What does the writer find unusual about the village of Endulen?
   A. There are herds of cattle walking through the streets.
   B. The community's water supply comes from a single source.
   C. The community cannot provide enough water for the residents.
   D. The women dress up before going to clean their clothes outside.
6. The writer uses the phrase **"to make the shift"** (paragraph 6) to mean ______
   A. a change in lifestyle.
   B. a move to a new area.
   C. the Masai have become farm owners.
   D. the tribe make too many demands.
7. How does the writer feel about the changes in the Masai community?
   A. They are noticeable and unavoidable.
   B. They haven't really affected their traditions.
   C. They are happening much too fast.
   D. They will result in the Masai moving again.

8. What was the writer's purpose in writing the text?
   A. To criticise the conservation authorities.
   B. To show how wildlife and people can live together.
   C. To describe the problems the Masai are facing.
   D. To explain the effects of tourism on African culture.

GLOSSARY

- **the Serengeti** [tên khu bảo tồn đời sống hoang dã ở Tanzania]
- **As dawn breaks** Khi bình minh ló dạng; Lúc ngày vừa rạng
- **herd** đàn động vật
- **waterhole** vũng nước
- **a pride of lions** một đàn sư tử
- **to laze** nằm/ ngồi thảnh thơi
- **to howl** (chó sói) tru, kêu rú lên
- **to reign over an area** ngự trị/ thống trị một vùng
- **tribesman** người dân trong bộ tộc
- **to water a herd of cattle** dẫn đàn gia súc đi uống nước
- **refuge** nơi lánh nạn, nơi trú ẩn an toàn
- **to roam an area** đi lang thang khắp một vùng
- **to be confined to a place** bị giới hạn lại trong phạm vi một nơi
- **conservation area** khu bảo tồn
- **nomadic** (adj) thuộc đời sống du mục; du canh du cư
- **to flourish** phát triển mạnh, phất lên
- **to graze cattle** chăn thả gia súc
- **large scale farming** làm nông nghiệp trên qui mô lớn
- **wildebeest** linh dương đầu bò
- **zebra** ngựa vằn
- **migratory** (adj) thuộc sự di cư, di trú
- **multiple-use area** vùng đa dụng, vùng sử dụng cho nhiều mục đích
- **shaved** (adj) cạo hết tóc/ trọc
- **gleaming** (adj) sáng lấp lánh
- **spear** ngọn lao/ giáo
- **warrior** chiến binh
- **to hiss at sth** (tạo ra tiếng) xuỵt xuỵt để thúc cái gì đi
- **bustling** (adj) rộn ràng, lăng xăng
- **to make light use of sth** khai thác cái gì ở mức độ nhẹ/ vừa phải
- **amenities** các tiện nghi sinh hoạt
- **namely** (adv) cụ thể là
- **to fade** đang phai tàn dần, đang nhạt nhòa dần
- **livestock** đàn gia súc
- **vegetable plot** đám đất trồng rau
- **to outlaw sth** cấm đoán cái gì
- **flowing** (adj) (quần áo) buông chùng xuống
- **to buzz** (điện thoại) reo lên
- **transition to** sự chuyển đổi sang

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CAUGHT IN THE ACT

I wasn't expecting it to be a great day, just a normal work day, but I neither was I expecting it to be quite as bad as it turned out. It started pleasantly enough, with a quiet cup of coffee watching the morning news before setting off for work. Then the doorbell rang, so I opened the door thinking perhaps the postman was making an early delivery. Instead, I found myself face to face with two uniformed police officers. Of course, I was taken aback but I managed to ask calmly what I could do for them. With very grim looks on their faces, they told me I was being arrested for the robbery of a local post office and that I was being taken to the station for questioning.

They put me in an interrogation room. I was so stunned that I don't know how long I sat there just staring blankly at the walls. It felt like I'd been in there for hours and for all I knew, it had been hours. Then my mind started racing with a thousand questions. Why had no one come to question me? How could they think that I was a criminal when I had been a law-abiding citizen all my life? Most of all, how could this have happened to me? It wasn't long before I found out.

A stern-faced detective entered the room and I smiled nervously. He gave me a long, hard look and asked me about my whereabouts on the 18th of the month. I started to panic because that was the day I had called in sick at work and I'd stayed at home. This meant I had no alibi, of course. Then he **dropped the bombshell.** He knew I was guilty because the robbery had been caught on CCTV and someone had called in to identify me. My mood suddenly changed from fear and alarm to outright fury. I demanded to see a lawyer and I was not going to answer any more questions until I got one.

While I waited for the lawyer to arrive, I sat there fuming about who could have identified me as the robber. There was no way it could be a close friend or a member of my family. I was sure of that. I wondered if it was someone who had made a genuine mistake. But that didn't seem likely either. Perhaps it was someone with a grudge against me. All I knew for sure was that it felt very strange to be wrongly accused of a crime by someone who must know me.

Finally, my lawyer walked into the room. She had such a strong air of confidence about her that I immediately relaxed. She fired rapid questions about my arrest at the detective and raised a questioning eyebrow when he told her that I'd been identified on CCTV. She didn't seem in the least bit impressed by this supposedly crucial evidence and demanded to see the pictures. It was now the detective who was beginning to look a bit worried as he scuttled off to fetch the pictures.

He placed a series of pictures on the table. In one, I could see a very faint image of a man of my height and build with a similar hairstyle to mine. Another picture showed a close-up of the man's face but the picture was so blurred that it was impossible to tell who it was. It could have been me or thousands of other young men with similar features. My lawyer laughed, although she didn't seem very amused. With barely controlled anger she told the detective that such pictures could not be used to identify me and that no court would accept them. She added that as I had no criminal record and was a citizen of good standing, I should be released immediately unless they had any further evidence against me.

To my utter relief I was released without charge just over an hour later. What has my experience taught me? Despite the fact that this country has more CCTV surveillance than any other country in the world and the government has spent millions of pounds on it, many of the images are so bad it can result in a completely innocent person spending a day at the police station. People are always complaining that Big Brother is watching but in my personal experience it's worse when he's caught sleeping on the job.

1. We learn in the first paragraph that the writer was surprised when ______
   A. his morning routine was interrupted.
   B. his doorbell rang so early.
   C. he opened the door to the police.
   D. he saw the look on the policemen's faces.

2. By the time the detective entered the interrogation room, the writer ______
   A. didn't know how much time had passed.
   B. had begun to blame himself for his situation.
   C. had prepared many questions to ask.
   D. was beginning to realise the seriousness of his situation.

3. The writer uses the phrase "**he dropped the bombshell**" (paragraph 3) to show that ______
   A. the detective was not telling the truth about the crime.
   B. the detective revealed some shocking information.
   C. the detective had become angry and started shouting.
   D. the detective was not impressed with the writer's alibi.

4. Who did the writer believe had identified him?
   A. A close relative.
   B. A total stranger.
   C. His best friend.
   D. He wasn't sure.

5. When the lawyer arrived, she ______
   A. was very critical of the detective.
   B. showed her disapproval of CCTV.
   C. insisted that the writer was innocent.
   D. didn't seem convinced by the evidence.

6. The lawyer thought that the pictures were unacceptable because ______
   A. they didn't show the man's face.
   B. they were of very poor quality.
   C. they were taken from a distance.
   D. the man in them didn't look like the writer.

7. The writer was eventually released because ______
   A. there was a lack of evidence.
   B. new evidence proved him innocent.
   C. the real culprit was found.
   D. a court ruled that he should be.

8. What did the writer learn from his experience?
   A. Despite disadvantages, CCTV cameras are still beneficial to society.
   B. Britain has too many CCTV cameras.
   C. CCTV cameras have a disadvantage that most people don't think of.
   D. CCTV cameras bring more harm than good.

GLOSSARY

- **to be caught in the act** bị bắt quả tang đang phạm tội
- **uniformed** (adj) đang mặc đồng phục
- **to be taken aback** cảm thấy bất ngờ, ngạc nhiên
- **grim** (adj) (nét mặt) dữ tợn, đằng đằng sát khí
- **interrogation room** phòng thẩm vấn/ hỏi cung
- **stunned** (adj) sửng sốt
- **to stare blankly at** nhìn chăm chăm một cách ngây dại
- **for all I know** theo như tôi biết/ tôi biết chắc là...
- **a law-abiding citizen** một công dân tuân thủ pháp luật
- **stern-faced** (adj) vẻ mặt nghiêm khắc
- **whereabouts** những nơi đã lui tới
- **to panic** hoảng hốt, hoảng loạn
- **to call in sick at work** gọi điện đến chỗ làm xin nghỉ vì ốm
- **alibi** bằng chứng ngoại phạm
- **to drop the bombshell** đưa ra cái tin gây chấn động/ gây sửng sốt
- **CCTV** **(Closed-circuit television)** hệ thống camera quan sát nội bộ
- **to identify** nhận dạng
- **mood** tâm trạng
- **outright fury** cơn phẫn nộ cực điểm
- **to fume** rất tức giận
- **a grudge against sb** mối ác cảm đối với ai
- **to fire questions at sb** hỏi ai dồn dập
- **to raise a questioning eyebrow** nhướng mày lên tỏ vẻ thắc mắc
- **supposedly** (adv) được cho là
- **crucial** (adj) quan trọng
- **to scuttle off** nhanh nhẹn chạy đi
- **to fetch** đi lấy mang đến
- **faint** (adj) mờ nhạt, không rõ ràng
- **build** vóc người
- **hairstyle** kiểu tóc
- **a close-up** một bức hình cận cảnh/ chụp gần
- **blurred** (adj) mờ nhòe
- **feature** đặc điểm gương mặt, nét đặc biệt trên gương mặt
- **criminal record** tiền án tiền sự
- **a citizen of good standing** một công dân tốt
- **to be released** được trả tự do
- **utter** (adj) cực kì
- **charge** tội danh
- **surveillance** sự giám sát
- **Big Brother** [hình tượng của sự theo dõi thường trực – mượn tên gọi trong tiểu thuyết *1984* của nhà văn Anh George Orwell]
- **to be caught sleeping on the job** bị bắt quả tang đang ngủ gật trong khi làm nhiệm vụ
- **to be critical of sb** chỉ trích ai
- **culprit** kẻ phạm tội, thủ phạm
- **to rule that...** (tòa án) đưa ra phán quyết rằng...

93 LONESOME GEORGE

"Only one tortoise remains to tell the story of the existence of its subspecies on the tiny isolated island of Pinta," Tony Harper reports.

Sometimes the road to romance is long. "Lonesome George", a giant Galapagos tortoise, is the last of his subspecies and thus profoundly alone. Living far out in the Pacific on the island of Pinta in the Galapagos Islands, he is officially the rarest living creature on Earth.

No animal better captures the history and mysterious beauty of the Galapagos Islands than the giant tortoise. There used to be thousands of them roaming over these islands, including the volcanic slopes of Pinta. Observations of them by Charles Darwin, who visited the islands in 1835, even formed part of his world-changing theory of evolution.

Sadly, however, mostly as a result of centuries of passing sailors hunting the giant tortoises for food, there are now only an estimated fifteen thousand left in the Galapagos Islands. Of the fifteen known subspecies, four are already thought to be extinct, as was the Pinta giant tortoise until Lonesome George was discovered in 1971. This came as a pleasant surprise to scientists since no other Pinta tortoises had been found on Pinta Island since 1906.

In the decades since George was discovered, he has become the star attraction at the Charles Darwin Research Station where conservationists have been hoping to rescue some of his genes by mating him with another tortoise. Two females from the nearby island of Isabela, the most closely related to the Pinta subspecies that could be found, were put into his enclosure with him in 1992, but he failed to take the hint.

Then, Professor Jeffrey Powell, an evolutionary biologist from Yale University, came up with a possible reason why Lonesome George was not finding true romance with the ladies from Isabela. Perhaps, he suggested, they were simply too different to him to be a suitable match. Sailors often carried the tortoises from one island to another, he pointed out. His question, therefore, was: "How do we know these tortoises are Lonesome George's closest relatives?" In other words, there could be a perfect Pinta match for George alive and well on Isabela or even on some more distant island.

To begin testing his theory, Professor Powell, together with a team of researchers, analysed DNA from seven Pinta tortoises – six from deceased museum specimens and one from George himself – and compared it with blood samples from twenty-seven giant tortoises living on the side of a volcano on the northern tip of Isabela. Among these samples, they found one tortoise, about thirty years old, with clear signs of Pinta ancestry. Sadly, however, the newly discovered tortoise was not a suitable romantic partner for George: he was male. He was not purebred, either. While his father was originally from Pinta Island, his mother came from Wolf Volcano on Isabela. Powell sees this as a breakthrough, however, because it proves that in the recent past, a Pinta male was breeding on the island. "If that's the case, it is possible there are other Pinta individuals out there, maybe even a female."

Powell also notes that there are about eight thousand giant tortoises living on Isabela, and their study looked at only a small random sample. His team of researchers intends to return to the island and take blood from more than two thousand tortoises. If they do indeed find a Pinta female, they hope to take her to George's enclosure and attempt to breed the pair.

The possibility remains, then, that Lonesome George may one day not be so lonely after all. When asked how great George's chances of reproducing really are, however, Dr Henry Nicholls, an evolutionary ecologist and author of the book "Lonesome George", still feels that **his prospects are bleak**. "As far as his status as a conservation icon is concerned, though," he says, "his prospects have never been better. George really is an amazing ambassador for the conservation cause in Galapagos and even beyond."

1. The writer mentions Charles Darwin in order to emphasise ______
   A. his importance as a scientist.
   B. his strong connection to the Galapagos Islands.
   C. the large numbers of tortoises on the Galapagos Islands.
   D. the significance of giant tortoises.
2. According to the third paragraph, scientists were pleased that ______
   A. there was a larger number of tortoises on the islands than previously believed.
   B. one subspecies of giant tortoise was not extinct, as previously thought.
   C. a new subspecies of giant tortoise had been discovered.
   D. they had been the ones to make a particular discovery.
3. The writer uses the phrase "**he failed to take the hint**" (paragraph 4) to show that Lonesome George ______
   A. didn't behave in the way the conservationists were hoping.
   B. didn't seem to get on with the tortoises from Isabela.
   C. behaved differently to the tortoises from Isabela.
   D. wasn't used to the company of other tortoises.

4. What does the writer suggest about Pinta tortoises in the fifth paragraph?
   - A. They could have originally come from Isabela Island.
   - B. They may be found on islands other than Pinta Island.
   - C. Most of them were taken by sailors to Isabela Island.
   - D. Sailors used to hunt them more than other subspecies.
5. After carrying out his research on Isabela Island, Professor Powell ______
   - A. became more uncertain about his theory.
   - B. was confused about Lonesome George's ancestry.
   - C. felt hopeful of a future discovery.
   - D. was disappointed with his findings.
6. When Powell continues his research, he will test ______
   - A. as many female tortoises as he can find.
   - B. the tortoises from the previous study again.
   - C. all the tortoises on Isabela Island.
   - D. a much larger sample of tortoises than before.
7. When the writer uses the phrase "his prospects are bleak" (last paragraph), he is referring to Lonesome George's ______
   - A. bright future.
   - B. role in conservation.
   - C. poor chances.
   - D. worsened situation.
8. Which of the following best describes the writer's tone?
   - A. cautiously hopeful
   - B. extremely pessimistic
   - C. sympathetic
   - D. relieved

GLOSSARY

– **lonesome** (adj) cô đơn
– **tortoise** con rùa (loài sống trên cạn)
– **subspecies** phân loài
– **isolated** (adj) cô lập, biệt lập
– **romance** chuyện ái tình lãng mạn
– **profoundly** (adv) một cách sâu sắc, thâm thúy
– **theory of evolution** học thuyết tiến hóa
– **passing** (adj) đang đi ngang qua
– **to mate an animal with another** cho một con vật giao phối với một con khác
– **enclosure** khu đất có rào để nhốt động vật
– **a suitable match** một người/vật xứng đôi vừa lứa
– **to analyse** phân tích
– **deceased** (adj) đã chết
– **museum specimen** mẫu vật trưng bày ở viện bảo tàng
– **blood sample** mẫu máu
– **ancestry** dòng dõi tổ tiên
– **romantic** (adj) lãng mạn, thơ mộng
– **pure-bred** (adj) thuần chủng
– **to breed** sinh sản
– **random sample** một mẫu lấy ngẫu nhiên
– **to reproduce** sinh sản

- **to take the hint** hiểu và làm theo lời gợi ý bóng gió
- **evolutionary** (adj) liên quan đến sự tiến hóa
- **ecologist** nhà sinh thái học
- **prospect** triển vọng
- **bleak** (adj) vô vọng, mờ mịt , u ám
- **status** địa vị, tư cách tư thế
- **conservation icon** biểu tượng của sự bảo tồn

94

From the moment we returned from the violent heat of East Africa we were soaked by the continuous drizzle of a fine English summer. It was not a particularly promising introduction to life back in England after three years of being baked under the Kenyan sun. Nevertheless, the leaden skies of August could not make me any less enthusiastic about my fast approaching return to British education. I was about to enter a South London comprehensive.

At the time I was totally unaware of the shock that was awaiting me, one much worse than adapting to the dismal climate. I was just looking forward to making lots of new friends and getting stuck into school life. I was under the impression that the other pupils would be interested in my stories about Africa and would instantly warm to my sparkling personality. Unfortunately, however, I had really been **looking at things through rose-tinted glasses** and it wasn't long before I experienced a much darker, unappealing side of things.

On the first day of term I bounded into the noisy assembly hall eager to size up my new classmates. As I scanned the room, which was packed with huddled clusters of teenagers, I got my first suspicions that becoming part of their cosy groupings might not be as easy as I had imagined. They all seemed to have an air of belonging as they laughed and chatted together. I tried to look relaxed and carefree but no one so much as glanced in my direction, let alone tried to introduce themselves. It turned out to be an uncomfortable morning in my new class, but as the hours dragged by, I tried to work out what would be a good plan of attack for getting in on the action.

It began to dawn on me that what was needed was a little effort on my part. So at break, I swallowed my pride and strolled over to a group of boys standing by the gates to say hello. The tallest was a dark-haired lad with a permanent sneer on his face. "Where did you get your shiny shoes, mate?" was all he said. I looked down at my new leather shoes and noticed that everyone else was wearing the latest trainers. Before I could think of something amusing to say, they had begun to wander back to class leaving me red-faced and dumbfounded by the gate.

At the end of my first day, **I stormed out of the classroom** as soon as the final bell rang, almost knocking over a girl who was passing along the corridor. I was fuming. I had arrived that morning full of hopes for a bright new future, only to have them dashed on the hard rocks of teenage indifference. The dark clouds above my head seemed to settle around me as I trudged back home, reminding me of how grim the day had been, I was so enraged that I almost didn't hear someone calling my name and I turned round to see a boy from my class, Brian, running to catch up with me.

"You haven't exactly been made to feel welcome today, have you?" he said beaming at me. "You could say that," I replied sarcastically. He laughed and suggested I give him my mobile number and he would text me later. "But I haven't got a mobile!" I told him, my heart sinking once again. A look of utter amazement spread across his face and he suddenly went very quiet while I waited for him to reply. Finally, he took a deep breath. "Look, if I were you, I'd get a mobile. Everyone has one! And while you're at it, sort yourself out with a decent pair of trainers." Then he was gone.

I walked into the house and flung my blazer and bag down in the hall. My mum popped her head round the living room door and asked how my first day had gone. "Can you please tell me why I need a mobile phone and trainers if I want to make any friends?" I replied. I was so stony-faced that I think she knew better than to reply, so she just stood there looking confused as I stomped up the stairs and slammed my bedroom door shut.

1. How did the writer feel about being back in England?
   A. He was pleased to be back in a cooler climate.
   B. He was unsure of his feelings.
   C. He was optimistic, despite the bad weather.
   D. He was nervous about starting school.
2. The phrase "looking at things through rose-tinted glasses" (paragraph 2) means ______
   A. only seeing a situation from your own point of view.
   B. seeing things in a very simple way.
   C. only seeing the pleasant aspects of something.
   D. having too much confidence in yourself.
3. When the writer first met his classmates, he ______
   A. felt a little afraid of them.
   B. suspected he had little in common with them.
   C. realised it might take some time before they accepted him.
   D. found he lacked the confidence to introduce himself.

4. When the writer approached the group of boys, they responded by ______
   A. making fun of him.
   B. making a joke.
   C. ignoring him.
   D. complimenting him.

5. The writer uses the phrase "I stormed out of the classroom" (paragraph 5) to show that he left a room ______
   A. quickly and noisily because he was angry.
   B. as soon as he could.
   C. without anyone seeing him leave.
   D. without looking where he was going.

6. On the way home, a boy from the writer's class ______
   A. offered him an apology. B. gave him some advice.
   C. lost his temper with him. D. criticised his attitude.

7. When the writer spoke to his mother, he ______
   A. quickly regretted it.
   B. wished he had said it in a different way.
   C. felt annoyed by her response.
   D. understood why she didn't reply.

8. How did the writer's attitude change during the passage?
   A. He began to lose confidence in himself.
   B. He began to see things as they really were.
   C. He began to realise the need to change.
   D. He began to understand himself better.

GLOSSARY

- **to be soaked** bị ướt sũng
- **drizzle** cơn mưa phùn
- **leaden** (adj) màu xám như chì, xám xịt
- **comprehensive** trường trung học tổng hợp
- **dismal** (adj) buồn thảm, tối tăm, ảm đạm
- **to warm to** hưởng ứng, nồng nhiệt đón nhận, có thiện cảm với
- **sparkling** (adj) lấp lánh, lóng lánh, long lanh
- **rose-tinted glasses** cặp kính đeo mắt màu hồng
- **unappealing** (adj) không hấp dẫn
- **to bound into a place** bước vào với vẻ hăng hái
- **assembly hall** hội trường
- **to fume** rất tức giận
- **to be dashed** bị đập vỡ tan tành
- **indifference** sự thờ ơ, vẻ lạnh nhạt
- **lad** cậu trai, anh chàng
- **sneer** cái vẻ chế nhạo, vẻ nhạo báng
- **mate** (tiếng xưng hô) này anh bạn
- **dumbfounded** (adj) cảm thấy bị sốc đến độ không nói ra lời, lặng người đi vì sửng sốt
- **to trudge** lê bước nặng nhọc
- **enraged** (adj) phẫn nộ, tức giận
- **to beam at sb** cười thật tươi với ai
- **sarcastically** (adv) với vẻ chua chát/ mỉa mai
- **to text sb** nhắn tin cho ai bằng điện thoại di động
- **to fling (flung - flung)** ném mạnh

- **to size sth up** dò xét cái gì để đánh giá
- **to scan** nhìn lướt qua
- **huddled** (adj) túm tụm lại với nhau
- **cluster** chùm, chòm, nhóm
- **cosy** (adj) ấm cúng
- **air of belonging** vẻ tự nhiên (của người gặp môi trường thích hợp)
- **carefree** (adj) vô tư, không chút lo âu
- **to drag by** (thời gian) chậm rãi trôi qua
- **to dawn on sb** (điều gì đó) chợt sáng lên trong trí ai; ai đó chợt hiểu ra rằng
- **blazer** áo khoác
- **to pop one's head round the door** ló đầu vào khung cửa
- **stony-faced** (adj) vẻ mặt lạnh nhạt, không thân thiện, vô cảm
- **to know better than to do sth** cảm thấy đừng làm gì thì tốt hơn
- **to stomp** dậm bước thật mạnh khi đi
- **to slam** đóng cửa đánh sầm, đóng ập cửa
- **to compliment** khen ngợi, chúc mừng
- **lose one's temper with sb** nổi cáu với ai

95

NATURE'S FURY

Mount St. Helens, the volcano in Clark County, Washington State, erupted on Monday morning. The disaster has caused at least ten deaths as well as massive destruction in that region of the state.

The mountain was hit by two earthquakes just before half past eight. Then, at eight thirty-two, the top of the mountain was blown off by an explosion that was heard two hundred miles away. Huge blocks of ice and rock fell onto the surrounding area and the mountain was left 1,300 feet shorter. Then the tremendous heat inside was released. Hot ash and gas came out of the mountain, causing a lightning storm as it rose into the air. White ash, along with steam and thick mud, continue to pour from the giant crater left by the explosion.

At each stage of this dramatic eruption people have been killed. The explosion caused the first casualties; several people were injured or died due to the force and heat of it. Then the hot ash started fires which have burned vast areas of forest, causing more deaths. Fortunately, fire-fighters have managed to put most of them out. The volcanic cloud was so large and dark that it was said to have turned day into night, forcing airports to close temporarily. One more life was lost as a pilot flew his aeroplane into the cloud and hit electricity cables. Mud from the volcano is running down the mountainside and filling rivers, causing flooding. People living nearby have been forced to leave their homes as the water continues to rise.

Rescue workers have picked up casualties and survivors by helicopter, and are moving them away from the dangerous areas. More victims are expected to be found during the next few days. One witness said that it had been like the end of the world. "I really thought we were all going to die," Jerry Irvine said. "I've never been so terrified in my life."

Scientists say that the top of the mountain had been "growing" by five feet per day for several weeks before the explosion. They say that ash and mud could continue to pour out of St. Helens for up to fifteen years. Meanwhile, the people of Clark County are learning to cope with nature's fury.

1. When the volcano erupted, the top of the mountain ______
   A. grew taller.
   B. landed two hundred miles away.
   C. turned into mud.
   D. was broken into pieces.
2. The first people to die were killed by ______
   A. the forest fires.
   B. the explosion.
   C. the thick mud.
   D. the lightning storm.
3. The volcanic cloud ______
   A. made everything very dark.
   B. damaged many aeroplanes.
   C. wasn't very big.
   D. damaged the forest.
4. People had to leave their homes as ______
   A. their houses were burnt.
   B. the mountain fell on their homes.
   C. they had no electricity.
   D. there was flooding in the area.
5. Before the eruption ______
   A. scientists had been making the mountain bigger.
   B. the people of Clark County had learnt how to cope with a volcano.
   C. the mountain had been getting taller.
   D. ash and mud had been pouring out of St. Helens for fifteen years.

GLOSSARY

– **fury** cơn thịnh nộ
– **massive** (adj) to lớn, khổng lồ
– **tremendous** (adj) khủng khiếp
– **crater** miệng núi lửa, hố lớn hình phễu
– **electricity cable** dây cáp dẫn điện
– **rescue worker** nhân viên cứu hộ

96

Helen Keller, an inspiration to all, was an advocate for the blind, deaf and disabled. She was born on June 27 1880 to parents Captain Arthur Henley Keller and Kate Adams Keller, in Tuscumbia, Alabama. She was born healthy, with full sight and hearing until tragedy struck her at the young age of 19 months old. She contracted a life-altering disease, believed to be scarlet fever or meningitis, which left her blind, deaf and mute. Her family found no method to educate her until the age of six when they sought advice from Alexander Graham Bell, an activist in deaf education. Bell suggested they contact the Perkins Institution for the Blind in Boston and request that they try to find a teacher for Helen. Anne Sullivan was chosen and sent to Tuscumbia to begin tutoring Helen right away. Anne became a live-in teacher and immediately began to use finger spelling, the tracing of words on the palm, in Helen's hand to name objects. Although Helen learned the finger spell patterns, she did not yet relate them to names for objects. This changed one day with trip to the water pump. Anne placed one of Helen's hand under the water coming from the pump and spelled WATER repeatedly on Helen's free hand. Suddenly Helen had a realization; the letters were a way of referring to the liquid coming from the pump! She finally understood that words were related to things. Keller was so impressed that she wanted to learn the names of everything around her and on that same day she learned 30 new words.

There was no stopping Helen after that. Anne taught Helen to read with raised letters and with Braille, and later to write with both ordinary and Braille typewriters. She eventually learned to understand what people were saying by touching their lips and throat. She also wanted to learn to speak but unfortunately since her vocal chords were not properly trained, her speech did not develop far.

In 1900, Helen enrolled at Radcliffe College, Harvard's college for women. During her college years she wrote her first book, an autobiography titled "The Story of My Life" with the help of editor John Albert Macy. It was published in 1903. On June 28 1904, Helen Keller became the first deaf-blind individual to graduate from Radcliffe College, completing a Bachelor of Arts degree.

In 1921, The American Foundation for the Blind was organized and Helen was invited to be a spokesperson for the organization. She traveled extensively with Anne Sullivan and Polly Thomson, another one of her aids, giving speeches and raising funds for the blind and related causes. Along with her many books and other writings, this was to become her life's work. On October 20 1936, Helen Keller's beloved teacher died. Although greatly affected by this loss, it did not hinder

Helen's volunteer work. She continued traveling the world with Polly, trying to raise money for the American Foundation for the Overseas Blind.

In 1953, the documentary film about Helen's life, "The Unconquered", won an Academy Award. On October 1961, Helen Keller's public life was drawn to a close when she suffered the first of a series of strokes. Helen Keller received many awards throughout her lifetime including the Presidential Medal of Freedom, which was given to her by President Lyndon B. Johnson.

Helen Keller died peacefully in her sleep at the age of 88 on June 1 1968. Her legacy lives on as Foundations are formed to continue the work of conquering blindness.

1. Helen Keller was born ______
   A. deaf and blind.
   B. with all senses.
   C. deaf and mute.
   D. blind and mute.
2. Until Helen was six, she ______
   A. was educated by her family.
   B. was taught by Alexander Graham Bell.
   C. went to the Perkins Institution for the blind.
   D. had no education.
3. Anne Sullivan taught Keller to ______
   A. read Braille.
   B. be totally independent.
   C. speak.
   D. pump water from a well
4. Helen Keller connected words to things ______
   A. at a young age.
   B. at Radcliffe College.
   C. by tracing words on people's palms.
   D. by touching people's lips and throats.
5. Helen learned to write ______
   A. using Braille.
   B. using two kinds of typewriters.
   C. using raised letters.
   D. before she learned to read.
6. Helen Keller's speech ______
   A. became worse during her teen years.

B. did not progress much.
C. developed during her college years.
D. improved thanks to Polly Thomson.

7. Helen Keller travelled the world to ______
A. raise money for the deaf and mute.
B. promote her book.
C. inform people about the problems of those without sight.
D. get inspiration for her books.

GLOSSARY

– **inspiration** người hoặc vật truyền cảm hứng
– **advocate** người biện hộ, người bênh vực/ ủng hộ cho
– **disabled** (adj) tàn tật
– **to contract a disease** mắc phải một bệnh
– **scarlet fever** bệnh sốt ban đỏ
– **meningitis** bệnh viêm màng não
– **life-altering** (adj) làm thay đổi cuộc đời
– **activist** người tích cực ủng hộ/ vận động cho
– **to tutor** dạy kèm, làm gia sư
– **a live-in teacher** thầy/cô giáo ở ngay luôn trong nhà
– **finger spelling** sự viết chữ bằng đầu ngón tay
– **to trace** vạch thành đường nét
– **palm** lòng bàn tay
– **to relate sth to sth** liên kết cái gì với cái gì
– **water pump** cái bơm nước
– **raised letters** chữ nhô cao, chữ nổi
– **vocal chords** dây thanh âm, dây thanh đới – **to enrol** đăng kí theo học
– **autobiography** tự truyện, tiểu sử tự viết
– **a Bachelor of Arts degree** một văn bằng cử nhân khoa học xã hội nhân văn
– **spokesperson** người phát ngôn
– **extensively** (adv) rộng khắp, khắp nơi
– **to raise funds** gây quỹ
– **cause** lí tưởng, mục đích
– **to hinder** cản trở
– **volunteer work** công việc tình nguyện
– **overseas** (adv) ở hải ngoại
– **unconquered** (adj) không chịu bị khuất phục
– **to be drawn to a close** sắp kết thúc
– **stroke** cơn đột quỵ
– **legacy** di sản
– **to conquer** chinh phục

97

THE JIM TWINS

You take it for granted that you are a unique person, different from everybody else on Earth, and you understand that everybody else is also unique. Identical twins are fascinating because they challenge this notion: they are unique people, of course, but they're also unnervingly similar to each other – and not only in terms of appearance. They often share opinions, mannerisms and personality traits.

Identical twins are rare, occurring in about three out of every 1,000 births. They seem to occur at random, regardless of the age or ethnic background of the mother (unlike non-identical twins which are, for example, far more common among Africans than Asians). Although there may be tiny differences in physical appearances between two identical twins, which allow family and close friends to tell them apart, they do have exactly the same DNA. This is because they develop from a single egg which divides in two during the very early stages of pregnancy.

For scientists, the non-physical similarities between identical twins are the most interesting: are they the result of growing up together in the same home, or are they the result of their identical DNA? By studying identical twins who have not grown up together, researchers can see which similarities remain and which disappear. In other words, they can learn which aspects of a person's identity are determined by genes and which are influenced by the environment. The Minnesota Twin Study is probably the best-known twin study to date. The study provides information about how our environment and genes work together to influence everything from attitudes, talents and abilities, to job selection, to falling in love, to aging and health.

Identical twins Jim Lewis and Jim Springer were only four weeks old when they were separated; each infant was taken in by a different adoptive family. At age five, Lewis learned that he had a twin, but he said that the idea never truly "soaked in" until he was 38 years old. Springer learned of his twin at age eight, but both he and his adoptive parents believed the brother had died. The two Jims were finally reunited at age 39.

The similarities the twins shared not only amazed one another, but also amazed researchers at the University of Minnesota. The very fact that both twins were given the same name was a big coincidence. But there's more.

- As youngsters, each Jim had a dog named "Toy".
- Each Jim had been married twice – the first wives were both called Linda and the second wives were both called Betty.
- One Jim had named his son James Allan and the other Jim had named his son James Alan.
- Each twin had driven his light-blue Chevrolet to the same beach in Florida for family vacations.
- Both Jims had at one time held part-time posts as sheriffs.
- Both were fingernail biters and suffered from migraine headaches.

While not as eerily similar as the Jim twins, many more instances of strange likenesses can be found among twins who were raised apart. For example, identical twins Tom Patterson and Steve Tazurni had very different upbringings. Raised in a Christian family by two janitors in rural Kansas, Tom still managed to choose the same career as his brother. Steve, who lives in Philadelphia, was raised in a Buddhist household. Both men own body-building gyms.

It's obvious from these twins' stories that genetics are a major factor in shaping who we are. In fact, research so far indicates that characteristics such as personality are mainly related to genes. This means that our character traits as adults are largely determined before we are born – and there is very little that we, or anybody else, can do to change them.

1. Identical twins look the same ______
   A. but usually have very different characters.
   B. and are usually identical in character too.
   C. and are often very similar in character too.
   D. but rarely think in the same way.

2. Unlike non-identical twins, identical twins are ______
   A. more common among Asians than Africans.
   B. becoming more and more common.
   C. more common among older mothers.
   D. equally common everywhere.

3. Scientists are particularly interested in identical twins who ______
   A. have been raised by different families.
   B. are genetically exactly the same.
   C. look and behave in very similar ways.
   D. are not alike in terms of personality.

4. While they were growing up, twins Jim Lewis and Jim Springer ______
   A. were in regular contact.
   B. knew about their twin, but had no contact.
   C. did not know they had ever had a twin.
   D. were prevented from seeing each other by their adoptive families.

5. When the two Jims met as adults, how did they react to the similarities between them?
   A. They had always expected them.
   B. They found them very amusing.
   C. They did not realise how similar they were until the researchers told them.
   D. They were very surprised.

6. As adults, the twins ______
   A. both had only one child.
   B. both got married twice.

C. had pets with the same name.

D. married women who were identical twins.

7. How do other cases of twins raised apart compare with the "Jim twins"?

A. They are all just as surprising.

B. They are less surprising, but often show interesting coincidences.

C. Many of them are even more surprising.

D. Most of them show that other pairs of identical twins are not very similar.

8. According to the text, you might find it difficult to change your personality because ______

A. only other people can change it.

B. it is determined mainly by how your parents treat you.

C. you can't control your surroundings.

D. you get your personality from your parents.

GLOSSARY

- **to take it for granted that...** xem là chuyện đương nhiên rằng...
- **unique** (adj) độc đáo
- **identical twins** những cặp sinh đôi giống hệt nhau
- **notion** khái niệm
- **unnervingly** (adv) khiến người ta cảm thấy ngỡ ngàng
- **mannerism** lề lối cư xử
- **personality traits** các đặc điểm về nhân cách
- **at random** (adv) một cách ngẫu nhiên
- **ethnic** (adj) thuộc chủng tộc
- **non-identical twins** cặp sinh đôi không giống nhau
- **to tell sth apart** phân biệt được hai cái gì
- **stages of pregnancy** các giai đoạn mang thai, thai kì
- **non-physical** (adj) không thuộc về thể chất
- **aspect** phương diện, khía cạnh
- **identity** bản sắc, nét riêng
- **to date** (adv) tính cho đến nay
- **to age** trở nên già đi, lão hóa
- **infant** trẻ sơ sinh
- **adoptive family** gia đình nhận con nuôi
- **to soak in** (một ý tưởng) hiển hiện rõ
- **coincidence** sự trùng hợp ngẫu nhiên
- **sheriff** cảnh sát trưởng
- **fingernail biter** người có thói quen gặm móng tay
- **migraine headache** chứng nhức nửa đầu
- **eerily** (adv) gây cảm giác rợn người vì sợ
- **instance** trương hợp xảy ra
- **likeness** sự giống hệt nhau
- **upbringing** môi trường nuôi dạy
- **janitor** nhân viên vệ sinh và chăm sóc khu nhà ở
- **rural** (adj) ở tại/ thuộc nông thôn
- **Buddhist** (adj) theo đạo Phật
- **body-building gym** phòng tập thể dục thể hình
- **genetics** sự di truyền
- **character traits** các đặc điểm về tính cách

It is generally well known that in a number of particularly dangerous parts of the world, for example the Middle East and the India/Pakistan border region, there are countries which either possess, or have the technology to produce, nuclear weapons. It is also worth remembering, however, that the country which possesses more nuclear weapons than any other, the United States, is the only power ever to have used nuclear weapons against people.

Nuclear weapons were first developed in the United States during the Second World War, to be used against Germany. However, by the time the first bombs were ready for use, the war with Germany had ended and, as a result, the decision was made to use the weapons against Japan instead. Hiroshima and Nagasaki have suffered the consequences of this decision to the present day.

The real reasons why bombs were dropped on two heavily-populated cities are not altogether clear. A number of people in 1944 and early 1945 argued that the use of nuclear weapons would be unnecessary, since American Intelligence was aware that some of the most powerful and influential people in Japan had already realized that the war was lost, and wanted to negotiate a Japanese surrender. It was also argued that, since Japan has few natural resources, a blockade by the American navy would force it to surrender within a few weeks, and the use of nuclear weapons would thus prove unnecessary. If a demonstration of force was required to end the war, a bomb could be dropped over an unpopulated area like a desert, in front of Japanese observers, or over an area of low population inside Japan, such as a forest. Opting for this course of action might minimize the loss of further lives on all sides, while the power of nuclear weapons would still be adequately demonstrated.

All of these arguments were rejected, however, and the general consensus was that the quickest way to end the fighting would be to use nuclear weapons against centres of population inside Japan. In fact, two of the more likely reasons why this decision was reached seem quite shocking to us now.

Since the beginning of the Second World War both Germany and Japan had adopted a policy of genocide (i.e. killing as many people as possible, including civilians). Later on, even the US and Britain had used the strategy of fire bombing cities (Dresden and Tokyo, for example) in order to kill, injure and intimidate as many civilians as possible. Certainly, the general public in the West had become used to hearing about the deaths of large numbers of people, so the deaths of another few thousand Japanese, who were the enemy in any case, would not seem particularly unacceptable – a bit of "justifiable" revenge for the Allies' own losses, perhaps.

The second reason is not much easier to comprehend. Some of the leading scientists in the world had collaborated to develop nuclear weapons, and this development had resulted in a number of major advances in technology and scientific knowledge. As a result, a lot of normal, intelligent people wanted to see nuclear weapons used; they wanted to see just how destructive this new invention could be. It no doubt turned out to be even more "effective" than they had imagined.

1. In paragraph 1, the writer is suggesting that ______
   A. the United States should, if necessary, use nuclear weapons again.
   B. the United States is more likely than other countries to use nuclear weapons.
   C. the United States is one of several countries to have used nuclear weapons.
   D. the United States could potentially use nuclear weapons again.

2. The writer refers to "normal, intelligent" people in paragraph 6 because ______
   A. he wants to emphasize the fact that they were among the cleverest scientists.
   B. he feels the decision to use nuclear weapons against Japan was correct.
   C. he believes this makes the decision to use nuclear weapons seem more shocking.
   D. he wants to show how many people wanted to observe the bombs being dropped.

3. According to paragraph 3, a blockade would have been successful because ______
   A. Japan has to import most of its natural resources like coal and steel.
   B. Japan would not be resourceful enough to beat a blockade.
   C. an attack would probably destroy Japanese resources within a few weeks.
   D. the Americans could defeat Japan's navy since it was short of resources.

4. In the last sentence of paragraph 6, the writer implies that ______
   A. he agrees with the decision to use nuclear weapons against Japan.
   B. he thinks the decision to drop nuclear bombs on Japanese cities was wrong.

C. nuclear weapons worked much better than the scientists probably expected.

D. the weapons proved to be effective because Japan surrendered soon after.

5. The first sentence of paragraph 6 suggests the writer believes that ____

A. the decisions were made by intelligent people and were difficult to follow.

B. his presentation of the argument in paragraph 5 is difficult to understand.

C. the reasons given for the decision are hard for us to accept nowadays.

D. the decisions were complex and made by highly intelligent people.

6. According to paragraph 5, which of the following is true ____

A. people in the West had got used to hearing the sounds of people dying.

B. it would probably not be wise to inform people in the West of the deaths.

C. scientists thought only a few thousand people would die if the bombs were used.

D. people in the West would accept that some people had to die to end the war.

7. How many reasons against using the weapons are given in paragraph 3?

A. two B. three C. four D. five

8. From the last sentence of paragraph 4, we can infer that ____

A. the real reasons for the decision may never have been made clear.

B. the writer probably expects us not to agree with his opinion.

C. the writer has not done much research on this subject to establish the facts.

D. the writer has attempted to present the facts as objectively as possible.

9. What does "this" refer to in paragraph 3 ____ .

A. blockading Japan and dropping a nuclear bomb on an area of low population

B. using a bomb against some Japanese observers or on an area of low population

C. dropping a bomb in an area of low population in front of Japanese witnesses

D. dropping a nuclear weapon over a forest in Japan

10. Which of the following could best replace "natural resources" in paragraph 3 ______.
   A. characteristics such as determination and resourcefulness
   B. ports and harbours
   C. workers with natural ability
   D. materials such as coal and iron

11. Which is closest in meaning to the last sentence of paragraph 2:
   A. the cities of Hiroshima and Nagasaki were badly damaged when they were bombed
   B. Hiroshima and Nagasaki suffered because Japan would not agree to end the war
   C. the awful effects of dropping nuclear bombs on these cities can still be felt
   D. the end of the war with Germany meant that Hiroshima and Nagasaki would suffer

12. "justifiable" in paragraph 5 is in inverted commas because ______
   A. the word is used in an unusual way.
   B. the writer is quoting from the decision makers.
   C. it is not really correct English.
   D. it might not be altogether appropriate here.

GLOSSARY

– **nuclear weapon** vũ khí hạt nhân
– **consequence** hậu quả
– **heavily-populated** (adv) đông dân cư
– **altogether** (adv) hoàn toàn, hết thảy
– **intelligence** sự/ ngành tình báo
– **influential** (adj) có nhiều thế lực
– **to negotiate** thương thuyết, thương lượng
– **surrender** sự đầu hàng
– **blockade** sự phong tỏa
– **navy** hải quân
– **demonstration of force** sự biểu dương lực lượng
– **unpopulated** (adj) không có dân cư
– **to opt for sth** chọn lựa cái gì
– **a course of action** phương hướng hành động
– **to minimize** giảm thiểu, thu nhỏ đến mức thấp nhất
– **genocide** sự/ tội diệt chủng
– **civilian** dân thường
– **strategy** chiến lược
– **to intimidate sb** làm ai sợ hãi
– **justifiable** (adj) có thể biện minh được
– **revenge** sự trả thù
– **the Allies** phe đồng minh (trong Thế Chiến II)
– **to comprehend** hiểu được
– **to collaborate** hợp tác
– **destructive** (adj) có sức hủy diệt/ gây nhiều tàn phá
– **potentially** (adv) có tiềm năng
– **objectively** (adv) một cách khách quan
– **resourcefulness** tài xoay xở khéo léo
– **to quote** trích dẫn

99 THE REAL THING?

One of the most successful commercial products ever launched is said to have come about as the result of a mistake. In 1896, Jacob's Pharmacy in Atlanta, Georgia, was selling a nerve tonic known as "French Wine Cola – Ideal Nerve Tonic". By accidentally adding fizzy water instead of still water to the recipe, a pharmacist called John S. Pemberton invented what has today become the most popular soft drink in the world: Coca-Cola. Along with its closest rival – Pepsi – which appeared on the market three years later, Coke has enjoyed phenomenal success worldwide, particularly in the past fifty years. Indeed, old Coke bottles and "limited edition" cans can often fetch considerable sums from collectors, and there are even stores which deal exclusively in Coke products and memorabilia.

What could possibly account for the amazing success of Coca-Cola? How has this combination of carbonated water, sugar, acid and flavourings come to symbolize the American way of life for most of the world? After all, even the manufacturers could hardly describe Coke as a healthy product since it contains relatively high amounts of sugar (admittedly not the case with Diet Coke which contains artificial sweeteners instead of sugar) and phosphoric acid, both of which are known to damage teeth.

One explanation may be found in the name. The original recipe included a flavouring from the coca plant and probably included small amounts of cocaine (an addictive substance), but since the early part of this century all traces of cocaine have been removed. However, Coke (like all cola drinks) also includes a flavouring from the cola tree; cola extract contains caffeine, which is a stimulant, and the Coca-Cola company adds extra caffeine for good measure. While caffeine is not thought to be an addictive substance in itself, there is considerable evidence that over a period of time the consumption of caffeine has to be increased in order for its stimulating effect to be maintained, and so sales of Coke perhaps benefit as a result.

A more likely reason for the enduring popularity of Coke may, however, be found in the company's enviable marketing strategies. Over the years it has come up with some of the most memorable commercials, tunes, slogans and sponsorship in the world of advertising, variously emphasizing international harmony, youthfulness and a carefree lifestyle. Few other companies (arguably including Pepsi) have been able to match such marketing ploys so consistently or effectively. As suggested earlier, the influences of American culture are evident just about everywhere, and Coca-Cola has somehow come to represent a vision of the United States that much of the rest of the world dreams about and aspires to. Perhaps drinking Coke brings people that little bit closer to the dream.

1. In paragraph 1, "cans can often fetch considerable sums" means the same as ______ .
   A. Coke is quite expensive in some parts of the world
   B. collectors consider carefully how much they are paying for a can of Coke
   C. some collectors will only drink Coke in exclusive stores
   D. certain Coke cans are worth a lot of money as collectable items

2. The writer uses "for good measure" in paragraph 3 to emphasize the fact that ______ .
   A. there is a lot of caffeine in Coke
   B. the amount of caffeine in Coke is carefully measured
   C. the extra caffeine improves the taste of Coke
   D. the extra caffeine balances the amount found naturally in the cola extract

3. "Coke has enjoyed phenomenal success" paragraph 1 suggests the writer ______.
   A. thinks that the success of Coke is very strange
   B. believes that the success of Coke has been impressive
   C. rather disapproves of the success of Coke
   D. considers the success of Coke to be undeserved

4. Describing Coke's marketing strategies as 'enviable' in paragraph 4, means that ______ .
   A. the strategies are based on envy
   B. Coke's marketing staff are encouraged to be envious of each other's ideas
   C. people are persuaded to buy Coke because they are envious of others
   D. rivals are envious of the Coke company's successful methods of marketing

5. "variously emphasizing" in paragraph 4 is closest in meaning to ___
   A. stressing at different times
   B. using a wide variety of emphasis
   C. stressing at the same time
   D. using a particular order of emphasis

6. In the last sentence of the passage the writer implies that ______ .
   A. most people would like to live in America
   B. many people wish for a lifestyle like they imagine most Americans have
   C. drinking Coke reminds a lot of people of visiting America
   D. living in the United States is a bit like living in a dream

7. "both of which" in paragraph 2 refers to ______ .
   A. phosphoric and acid
   B. sugar and artificial sweetener
   C. sugar and phosphoric acid
   D. artificial sweetener and phosphoric acid
8. In paragraph 1, the writer points out that ______ .
   A. Coke is so popular that some shops sell nothing else
   B. only certain people are allowed to enter the most popular Coke stores
   C. some stores can successfully sell Coke at higher prices
   D. Coke is so popular that some shops only sell goods with the Coke label
9. The sentence in lines 33-35 means that ______ .
   A. Pepsi and a few other companies have had better marketing than Coca-Cola
   B. the Coke company has been more successful in marketing than most others
   C. some companies have copied Coca- Cola's marketing strategies very effectively
   D. no other company has been as successful as Coca-Cola in marketing its products
10. "just about everywhere" in paragraph 4 is closest in meaning to ___
   A. in a lot of countries
   B. in every part of the world
   C. in a majority of places
   D. in almost every part of the world
11. In the last sentence of paragraph 2, the writer implies that ______ .
   A. it is easy for the company to argue that Coke is a healthy drink
   B. he/she considers Coke to be unhealthy as a drink
   C. the company believes Coke is not an unhealthy product
   D. Coke is, in fact, quite a healthy drink
12. "Along with its closest rival – Pepsi" paragraph 1 refers to the fact that ______ .
   A. Coke and Pepsi work very closely together
   B. Pepsi is Coke's only competitor
   C. Coke and Pepsi are competitors in the same market
   D. Coke and Pepsi between them keep rivals out of the market
13. In the second sentence of paragraph 2, the writer seems surprised that ______
   A. something so normal could have such importance
   B. all the ingredients can be found in most countries

C. most of the ingredients are not very healthy.

D. Coke must be so easy to produce.

14. Which of the following statements about the passage is true ______

A. Cocaine and caffeine are addictive substances.

B. At least one of the ingredients of Coke is addictive.

C. The stimulating effect of caffeine is reduced over time unless consumption of it is increased.

D. The Coca-Cola company has gradually increased the amount of caffeine it puts in Coke.

GLOSSARY

- **to launch a product** tung một sản phẩm ra thị trường
- **nerve tonic** thức uống bồi bổ thần kinh
- **accidentally** (adv) do vô tình
- **fizzy water** thức uống có ga
- **phenomenal** (adj) như là một hiện tượng, gây ấn tượng mạnh
- **exclusively** (adv) một cách độc quyền
- **to deal in sth** buôn bán món gì
- **memorabilia** các món đồ lưu niệm
- **carbonated water** nước sô-đa
- **flavouring** chất tạo hương vị
- **Diet Coke** Coca-Cola dành cho người ăn kiêng
- **artificial sweetener** đường nhân tạo
- **coca plant** cây côca
- **cocaine** chất cô-ca-in
- **addictive** (adj) có tính gây nghiện
- **trace** dấu vết, vết tích
- **cola extract** chất chiết suất từ cây cô-la
- **stimulant** chất kích thích
- **for good measure** như là thứ/ món thêm vào cái có sẵn
- **stimulating effect** tác dụng kích thích
- **enduring** (adj) lâu dài, vĩnh cửu
- **enviable** (adj) khiến người khác thèm muốn/ ganh tị
- **marketing strategies** các chiến lược tiếp thị
- **commercial** đoạn phim quảng cáo
- **tune** giai điệu, điệu nhạc
- **slogan** khẩu hiệu
- **harmony** sự hòa thuận, hài hòa
- **youthfulness** tính chất trẻ trung
- **carefree** (adj) vô tư, không phải lo lắng
- **arguably** (adv) có khả năng là, rất có thể là
- **ploy** mánh lới, xảo thuật, trò ma mãnh
- **consistently** (adv) một cách nhất quán
- **to aspire to sth** khao khát/ ao ước có được cái gì

100

LETTER OF COMPLAINT

Dear Sirs,

Your shipment of twelve thousand "Smart" watches was received by our company this morning. However, we wish to make a number of complaints concerning the serious delay in delivery and your failure to carry out our explicit instructions with regard to this order.

It was stressed from the outset that the delivery date had to be less than six weeks from the initial order, in order to comply with our own customers' requirements. While we appreciate that delays in production are occasionally inevitable, we must point out that the major reason why the order was placed with your company was because we were assured by you of its straightforwardness, and that your existing stocks were sufficiently high to ensure immediate shipment. Late delivery of the goods has caused us to disappoint several of our most valued customers, and is bound to have an adverse effect on potential future orders.

The second complaint concerns the discrepancy in colour between the watches we ordered and those delivered. It was stated clearly in the original order that watches in combinations of green/purple and orange/purple only were required. However, only half the watches in the delivery received are of the colours specified. Our Hong Kong agent assures us that she stressed to you the importance of following our instructions precisely, since we consider there to be only a limited market in this country for watches of other colours at the present time. Any watches that are not of the specified colours will, of course, be returned to you.

We are also somewhat concerned about the rather poor quality of the goods received, since it is apparent that the watches that finally arrived have been produced from inferior materials and have been manufactured to a lower standard than those in the sample. We have also found that a number of the watches do not appear to be functioning. Whether the latter problem is due to poor manufacture, damage in transit or defective batteries is not yet clear, but we should like to point out that we feel this matter to be entirely your responsibility.

As a result of the above problems, therefore, we feel that the most suitable course of action is to return to you unpaid any of the goods considered unsatisfactory, and to deduct any costs incurred from our final settlement. We shall also, of course, be forced to reconsider whether any further orders should be placed with your company.

We look forward to your prompt reply.

1. How many of the watches will be returned to the manufacturers?
   A. 6,000
   B. less than 6,000
   C. more than 6,000
   D. the passage doesn't give enough information to answer

2. The manufacturers of "Smart" watches were given the order because ______ .
   A. they were assured and there was sufficient space for immediate shipment
   B. the watches would be easy to make and the designs were already prepared
   C. they promised they could produce enough stocks quite quickly
   D. they claimed the order would be easy since the watches were already in stock

3. Receiving watches in the wrong colours is a problem because ____ .
   A. the Hong Kong agent stressed the need to fulfil the order exactly
   B. these watches will be difficult to sell
   C. they will not be able to get into the limited market
   D. people will not buy the watches as presents

4. Which of the following does "the latter problem" in paragraph 4 refer to ______ .
   A. the poor quality of the goods
   B. the use of inferior materials
   C. the low standard of manufacture
   D. some of the watches not working

5. The last sentence of paragraph 5 has been included in order to suggest that ______ .
   A. the receiving company may cease trading with the watch manufacturers
   B. the company will probably reduce the number of watches it orders in future
   C. the writers are afraid their company might go out of business soon
   D. the company are probably willing to give the manufacturers another chance

6. Late delivery will have an "adverse effect on future orders" in paragraph 2 because ______ .
   A. the company will no longer place orders with the manufacturers
   B. future orders will have to be delivered sooner
   C. the company is sure to lose some of its business with its customers
   D. the company will certainly have to advertise itself more effectively in future

7. "limited market in this country for watches of other colours" in paragraph 3 means ______ .
   A. not many shops are able to sell such watches
   B. other watch companies make it difficult for newcomers to enter the market
   C. market stalls don't seem to sell such watches here
   D. not many people are interested in buying such watches

8. "adverse" in paragraph 2 means the same as ______ .
   A. unfavourable
   B. positive
   C. reduced
   D. promotional

9. Which of the following does "this" refer to in paragraph 4 ______ .
   A. poor manufacture
   B. damage during transportation
   C. poor manufacture, damage during transportation and defective batteries
   D. the problem of watches not working

10. In the last sentence of paragraph 4 the writer implies that ______ .
   A. the watch manufacturers have tried to cheat the company
   B. his/her company does not intend to pay for damaged watches
   C. the manufacturers have behaved irresponsibly in this matter
   D. the company would prefer not to attach blame for the problem

11. In the last sentence of paragraph 3, "specified colours" refers to ______ .
   A. the wrong colours
   B. watches of other colours
   C. the colours originally ordered
   D. *none of the above*

12. Which of the following best describes the general tone of the letter ______ .
   A. angry and aggressive
   B. firm but polite
   C. reasonable but impolite
   D. polite and forgiving

GLOSSARY

- **shipment** sự/ số lượng hàng hóa vận chuyển
- **explicit** (adj) rõ ràng, đầy đủ chi tiết, minh bạch
- **to stress** nhấn mạnh
- **from the outset** ngay từ đầu
- **to comply with sth** tuân thủ chấp hành cái gì
- **inevitable** (adj) tất yếu, không thể tránh được
- **discrepancy** sự không nhất quán, không khớp, sự lệch, sự thiếu thống nhất
- **in combinations of** theo các cách kết hợp (màu sắc)
- **specified** (adj) được xác định rõ
- **agent** đại lý bán hàng
- **precisely** (adv) một cách chính xác
- **inferior** (adj) thấp kém, kém chất lượng, tồi

– **to place an order with sb** đặt mua hàng với ai
– **straightforwardness** sự đơn giản, sự rõ ràng, dễ hiểu
– **stock** lượng hàng hóa đang có trong kho
– **to be bound to do sth** nhất định/ chắc chắn sẽ làm gì
– **adverse** (adj) bất lợi, gây hại
– **sample** mẫu hàng
– **in transit** trong lúc chuyên chở
– **defective** (adj) có khuyết tật, có trục trặc
– **unpaid** (adj) không được trả tiền
– **to deduct** khấu trừ
– **to incur sth** gánh chịu, mắc phải, bị cái gì
– **stall** gian hàng, quầy hàng

101

REALITY TV

Chris Dufford gives us the scoop on reality shows.

There's a new kind of programme on television, and it's hardly like television at all. It's called reality TV and, as the name suggests, it is supposed to show us something very real. The participants aren't actors at all, but ordinary people in their daily lives. We, the viewers, might see them eating, sleeping, arguing or having a good time. We can hear all their conversations and watch their every move. Reality shows, therefore, are not regular television programmes at all. Instead they give us a close-up look into other people's lives.

Why have reality shows become so popular? What makes us want to watch reality shows on TV? To begin with, we feel that we get to know the participants. We know their names from the beginning and gradually we learn more about them. We might even come to like some of them. **Others**, we might not like at all! Reality shows take us inside the lives of other people. Mostly, people wonder what it's like to be someone else. Experiencing other people's lives can be a great escape from our own.

Some people say this has a very healthy effect on society and it's a harmless and entertaining way of passing the time. Other people, however, are not in favour of reality TV. Critics say that it is not really entertainment at all. What could be entertaining about two people doing their laundry or preparing the evening meal? Who wants to watch that? Who wants to hear all of their secrets and gossip? Some social scientists even say that reality TV could have damaging effects on society.

What kinds of people take part in reality programmes? Well, since the participants may win a prize, they might be doing it for the money. There could be other reasons as well. For example, the participants on these shows become well known to the viewers. They may even become famous and find more work in TV after the reality show ends. Not only that, but some people may really like the attention of millions of eyes on them every day and night. Clearly, reality TV is not for shy people!

New reality shows appear all the time. They can take place on a farm, in an apartment or even on an island. Each time a new show begins, it seems to be even more daring than the previous one. What do you think the future holds for reality TV? Could the next show take place in your city, neighbourhood or school? Eventually, the day may come when we are all part of reality TV!

1. What does the writer say about reality TV?
   A. It's like ordinary television.
   B. The participants are professional actors.
   C. It gives us an idea of what other people's lives are like.
   D. It shouldn't be shown on TV.

2. The writer thinks reality shows have become popular because ______.
   A. we learn the names of the participants.
   B. viewers are curious about other people's lives.
   C. we like to watch famous people.
   D. they have a healthy effect on society.

3. What does **"Others"** in paragraph 2 refer to?
   A. people on reality shows
   B. reality shows
   C. different kinds of TV programme
   D. the ways some people live

4. Some people are against reality TV because they say ______
   A. people might learn dangerous secrets.
   B. it wastes people's time.
   C. it is uninteresting.
   D. gossip can hurt people's feelings.

5. Which of these reasons for going on a reality show does the writer NOT mention?
   A. making money
   B. attracting attention
   C. working in the media
   D. developing your personality

6. What does the writer predict about the future of reality TV?
   A. They will make programmes on a farm.
   B. Reality TV will become less popular.
   C. Everybody may get the chance to take part.
   D. They will make programmes in fewer areas.

GLOSSARY

– **reality TV** truyền hình thực tế
– **a scoop on sth** thông tin mới nhất về
– **close-up look** một cái nhìn cận cảnh
– **critic** nhà phê bình, người chỉ trích
– **to do one's laundry** giặt quần áo
– **gossip** chuyện ngồi lê đôi mách, chuyện buôn dưa lê

102 THE SURGEON OF CROWTHORNE

The Surgeon of Crowthorne tells the fascinating story of how one of the most important reference works in the English language, the Oxford English Dictionary, came into being and of two men who devoted much of their lives to the Herculean task of its production. It is also a study of the human condition, and particularly, of madness.

The story begins on a cold, dark winter's night in Lambeth, which was a seedy London slum in the year 1871. The peace that night was suddenly broken when gunshots were fired in the still, quiet air. A police constable heard the shots and went running to see what had taken place. George Merritt, a young Irish labourer who had been on his way to work had been shot dead and William Chester Minor, an American doctor who was living in London at the time, freely admitted that he was the perpetrator of the crime. In the confusion of his tortured mind, Minor had been convinced that Merritt was tormenting him. Minor was tried and sentenced to be detained for life in Broadmoor, an asylum which had been specially built to house the criminally insane.

James Murray was the brilliant and mainly self-taught scholar who had been appointed to take over the immense task of writing the Oxford English Dictionary at a time when there were fears that the dictionary would never be completed. Murray knew that it was a task far too great for one man to complete alone and so, on being given the assignment, he had leaflets printed inviting members of the public to contribute entries to the dictionary.

One of these leaflets found its way to Broadmoor, and Doctor Minor read it avidly. Books had become a way of life for him and they lined the walls of his cell. Minor became one of Murray's most productive contributors, supplying him with thousands of illustrative quotations for the dictionary. A long correspondence and friendship developed between the two men whose common bond was their love of books and words. However, Murray had no idea that his devoted friend and contributor was a lunatic and murderer, as Minor gave his address as simply "Broadmoor, Crowthorne, Berkshire." Not unnaturally, Murray assumed that his friend was the governor of Broadmoor or a doctor working with the inmates. He invited Minor to visit him on numerous occasions, but Minor pleaded poverty and an indisposition to travel. Since, in those days, travelling around the country was exhausting and expensive and correspondence was a much more common and natural way for people to communicate, these reasons were accepted by the learned scholar.

Nevertheless, Murray was naturally eager to meet his star contributor and so he finally set out for Broadmoor one day in 1897, nearly twenty years alter their correspondence had begun. When he arrived there, he was astonished to discover that Doctor William Minor was not the Governor or a senior member of staff, as he had supposed, but an inmate himself.

The sad and often harrowing story of how Minor ended up in Broadmoor, and the unhappy circumstances of his life before that fateful morning in 1871, is recounted in gripping detail; as is that of James Murray, a scholar and linguist who had at least a working knowledge of virtually every language that exists. Their stories, and that of the undertaking of the colossal work of scholarship that is the Oxford English Dictionary, are bound together in this fascinating work by Simon Winchester.

1. *The Surgeon of Crowthorne* is ______
   A. a detective novel.
   B. a medical textbook.
   C. a reference book.
   D. a biography.

2. In the 19th century, Lambeth ______
   A. was a very run-down area.
   B. had poor street lighting.
   C. was a dangerous place to live.
   D. was not part of London.

3. William Minor ______
   A. claimed he was being tortured.
   B. denied being involved in the murder.
   C. was found to be mentally ill.
   D. was on a visit to England.

4. James Murray ______
   A. was the first person to work on the new dictionary.
   B. knew he would need help to finish the dictionary.
   C. doubted whether it was possible to write a dictionary.
   D. printed leaflets asking people to send him money.

5. William Minor and James Murray became friends because ______
   A. they were both fascinated by language.
   B. both of them enjoyed writing long letters.
   C. they shared an interest in illustrations.
   D. they came from similar backgrounds.

6. Why did it take so long for Minor and Murray to meet each other?
   A. Travel in the 19th century was too costly and tiring.
   B. Meeting people was not considered to be important.
   C. Murray was unaware of Minor's circumstances.
   D. William Minor did not like going on long journeys.

7. According to the writer, Simon Winchester ______
   A. has written an absorbing and remarkable account.
   B. did a lot of work on the Oxford English Dictionary.
   C. is the author of several interesting books.
   D. can be expected to produce more books in the future.

GLOSSARY

- **surgeon** bác sĩ
- **to come into being** ra đời, xuất hiện
- **Herculean** (adj) cần có sức mạnh như của thần Hercules, đòi hỏi nhiều công sức
- **seedy** (adj) tồi tàn, nhếch nhác
- **slum** khu nhà ổ chuột
- **gunshot** tiếng súng nổ
- **police constable** cảnh sát viên
- **Irish** (adj) thuộc Ai-len (Ải Nhĩ Lan)
- **labourer** công nhân lao động chân tay
- **perpetrator** kẻ gây ra tội ác, hung thủ
- **confusion** sự hỗn loạn, sự rối tung
- **a tortured mind** một tâm trí bị dằn vặt
- **to torment** hành hạ
- **to be detained for life** bị giam giữ đến trọn đời
- **asylum** bệnh viện tâm thần
- **to house sth** chứa cái gì bên trong, cung cấp chỗ cho cái gì
- **the criminally insane** những người phạm tội vì bị điên loạn
- **self-taught** (adj) tự học
- **scholar** học giả
- **to appoint** bổ nhiệm, giao nhiệm vụ
- **to take over** tiếp quản, đảm nhận
- **immense** (adj) to lớn
- **leaflet** tờ rơi, tờ truyền đơn
- **avidly** (adv) đầy vẻ háo hức, chăm chú
- **to line a wall** xếp thành hàng trên một bức tường
- **correspondence** thư từ giao dịch
- **common bond** mối liên kết chung, sự gắn bó với nhau
- **devoted** (adj) trung thành
- **lunatic** người điên
- **governor** người cai quản
- **inmate** tù nhân
- **numerous** (adj) vô số
- **to plead poverty** lấy cớ là nghèo khổ
- **indisposition (to do sth)** sự cảm thấy không muốn làm gì
- **exhausting** (adj) gây kiệt sức, khiến người ta rất mệt nhọc
- **learned** (adj) uyên bác, học rộng biết nhiều
- **senior** (adj) quan trọng, ở cấp cao
- **member of staff** thành viên của ban quản trị
- **harrowing** (adj) thương tâm, gây đau lòng
- **fateful** (adj) như là định mệnh
- **to recount** kể lại
- **gripping** (adj) hấp dẫn, thu hút
- **linguist** nhà ngữ học
- **to have a working knowledge of sth** khá thông thạo cái gì
- **to undertake** đảm đương, gánh vác
- **colossal** (adj) to lớn, vĩ đại, khổng lồ
- **a work of scholarship** một công trình uyên bác
- **to be bound together** được gắn kết lại

– **cell** phòng giam, xà lim
– **contributor** người đóng góp bài vở cho một ấn phẩm, người cộng tác viết bài
– **illustrative** (adv) dùng để minh họa
– **quotation** lời trích dẫn
với nhau
– **a run-down area** một khu vực tồi tàn/ xuống cấp
– **illustration** tranh minh họa
– **absorbing** (adj) hấp dẫn, thu hút

103

THE WAITING ROOM

Dr. Brown's dental practice was on the ground floor of a large suburban house which had been built towards the end of the 19th century. The front room, which served both as the waiting room and an office for the secretary, was furnished with dusty armchairs and a couple of sofas that looked as though they must have been bought second-hand when the house was first occupied. The usual selection of magazines, all hopelessly out of date and falling to pieces, were scattered on the scratched coffee table that stood on the worn-out carpet in the centre of the room.

John wondered where all these magazines came from. Somehow, he could not imagine Dr. Brown reading magazines with titles like "Woman's Fashion Weekly" and "Home and Family" in his spare time. Perhaps the secretary brought them in, he thought, as he sat fidgeting on the uncomfortable sofa next to his serious-looking father. He wanted to ask her, but it somehow seemed wrong to speak; just about the only sounds that could be heard in the room was the steady tick of the clock which stood on the mantelpiece over the fire-place and the tap-tap of the secretary's typewriter.

Some of the people sitting in the waiting room idly flipped through the old magazines while others, probably regular visitors, read the morning newspapers they had wisely brought with them. One lady sat next to the fire quietly knitting what looked like a long scarf, exactly as if she were sitting in her own living room at home. Another woman kept looking at the clock and moaning softly, but there was no conversation amongst the waiting patients.

Bored, John started to play a game. What was wrong with all these people, he asked himself. Were they all here for the same routine check-up as he was? Surely not; that lady was clearly in pain, so he decided the others must all have terrible problems as well. He imagined that the knitting lady had absent-mindedly put one of her knitting needles in her mouth and bitten it, breaking a tooth. He was sure this was the case because his mother was always warning him that this would happen to him if he didn't stop chewing his pen when he was doing his homework. And that man with the grey hair; wasn't his right cheek just a little bit swollen? Obviously he had eaten something with a maggot in it and now the maggot was still there in his mouth, eating through his gums.

Suddenly, John was brought back to earth by the sound of footsteps in the hall outside and then a bell rang somewhere in the room. Everybody looked up at the secretary as she consulted a list of names in the diary on her desk. "Mrs. Barker," she called out, and the lady by the fire carefully put her knitting away in the plastic bag she carried and rose to her feet, heading towards the door and the dentist's chair. The other patients seemed to relax a little as they returned to their reading; even the moaning from the clock-watching lady ceased for a few seconds. John sighed inwardly and picked up one of the more colourful-looking magazines in front of him. He had had enough of his game, but he had a horrible feeling that it was going to be a long time before he got to see the dentist.

1. The furniture in the waiting room was ______
   A. made before the house was built.
   B. very shabby and dirty looking.
   C. not new when it was bought.
   D. not suitable for a dental practice.

2. John was quite sure that Dr. Brown ______
   A. never read the magazines in the waiting room.
   B. told his secretary to buy new magazines.
   C. did not know where the magazines came from.
   D. did not have enough time to read magazines.

3. Why didn't John ask the secretary about the magazines?
   A. His father would be angry.
   B. He could see she was very busy.
   C. He was too shy to do so.
   D. Nobody else was talking.

4. The writer suggests that some patients had brought newspapers with them because ______
   A. they wanted to catch up with the news.
   B. they didn't want to talk to each other.
   C. they knew the magazines were old.
   D. they had been to the dentist before.

5. Why did John have to see the dentist?
   A. He had broken one of his teeth.
   B. He was in a lot of pain.
   C. His mother insisted on it.
   D. It was time for his regular visit.

6. The secretary knew the dentist was ready to see the next patient because ______
   A. she heard footsteps in the corridor.
   B. the clock sounded the hour.
   C. the bell was a signal to her.
   D. Mrs. Barker put her knitting away.

7. Why did John stop playing his game?
   A. He had got bored with it.
   B. It was time to see the dentist.
   C. He wanted to read a magazine.
   D. It was not very relaxing.

GLOSSARY

- **practice** sự hành nghề (bác sĩ/ luật sư)
- **suburban** (adj) ở tại/ thuộc ngoại ô
- **to be furnished with sth** (một căn phòng) được trang bị món đồ gì
- **a selection of sth** một tập hợp những cái gì
- **to fall to pieces** tan rã ra từng mảnh, long rời ra
- **to be scattered** nằm vương vãi
- **scratched** (adj) trầy sướt
- **to sit fidgeting** ngồi nhấp nhỏm, bồn chồn không yên
- **tick** tiếng tích tắc
- **mantelpiece** mặt bằng trên lò sưởi
- **fire-place** lò sưởi
- **tap-tap** tiếng lách cách
- **idly** (adv) một cách nhàn nhã
- **to flip through a book** lật dở nhanh các trang sách
- **scarf** khăn quàng
- **to moan** rên rỉ
- **routine** (adj) việc làm thường ngày hoặc theo định kì
- **check-up** sự kiểm tra sức khỏe
- **absent-mindedly** (adv) một cách/ với vẻ đãng trí
- **swollen** (adj) sưng vù lên
- **maggot** con giòi
- **gum** lợi/ nướu
- **to consult** tham khảo ý kiến ai/ dò tìm trong sách
- **diary** nhật kí, sổ ghi chép
- **to rise to one's feet** đứng bật dậy
- **to head towards a door** tiến về phía cửa
- **to cease** thôi, ngừng
- **to sigh** thở dài
- **inwardly** (adv) âm thầm trong lòng

104

On April 26 1986, one of history's worst nuclear accidents occurred at the Chernobyl Nuclear Power Plant in the Ukraine (the former Soviet Union). At 4:23 AM, technicians at the Chernobyl plant allowed the power in the fourth reactor (reactor-4) to fall to low levels as part of a controlled experiment, which went terribly wrong. The reactor overheated and caused a meltdown of the core. This resulted in an explosive force of steam, which blew off the lid of the reactor. Large amounts of radioactive material were released into the atmosphere. The reactor-4 explosions released more radioactivity than the atomic bombs dropped on Hiroshima and Nagasaki during World War II. Most of the discharged material was deposited close by as dust and debris, but wind carried the lighter radioactive material over the Ukraine, Belarus, Russia and parts of Europe.

The operators' over-confident decision-making, a flaw in the design of the reactor, and inadequate safety systems are believed to be the major factors that caused the Chernobyl disaster.

Many people were affected by this catastrophe. The accident caused 31 immediate deaths that were mainly the result of exposure to radiation. The main casualties were among those who fought the fires caused by the explosion. Once the fires were extinguished, a liquidating crew of around 200,000 people was initially employed to clean up the site. Later the number swelled to 600,000. This crew was exposed to high doses of radiation, which might affect their health in the long run.

Many children in the surrounding areas developed thyroid cancer due to the radiation emitted. Many Ukrainians, Russians and Belarussians were evacuated from within a 30-kilometre contaminated radius and later given new homes in a different area.

Today reactor-4 is buried in a cement tomb which was quickly built in order to allow the other reactors at the power station to continue working. However, this shelter is not strong and will not last and there are plans to replace it. Many people have suffered in some way as a result of the Chernobyl disaster and millions of dollars are still being spent today to contain reactor-4 and assure that no further radiation leakage occurs.

1. The Chernobyl disaster is thought to be ______
   A. as serious as the Hiroshima and Nagasaki bombings.
   B. a minor accident with no future consequences.
   C. one of many similar accidents.
   D. Europe's greatest catastrophe.

2. When the Chernobyl-4 reactor overheated ______
   A. technicians turned it down.
   B. it melted the core.
   C. the power plant was filled with steam.
   D. it sealed the lid of the reactor shut.

3. One of the causes of the accidents was ______
   A. the raising of the power in reactor-4 to high levels.
   B. a design fault.
   C. the installation of proper safety back-up systems.
   D. the technicians lack of confidence.

4. The reactor-4 explosion resulted in the ______
   A. spread of the heavier radioactive material by the wind.
   B. immediate death of 200,000 people.
   C. release of dust and debris into the atmosphere.
   D. release of reactor-4's cover.

5. Most of the people who died as a result of the explosion were ______
   A. firefighters.
   B. members of the clean up crew.
   C. operators of the reactor.
   D. children.

6. The members of the clean-up crew ______
   A. developed thyroid cancer.
   B. put out the fires.
   C. were subject to high levels of radiation.
   D. were unharmed by the radiation.

7. Reactor-4 ______
   A. is still leaking radiation.
   B. is enclosed in cement
   C. will be replaced in the future.
   D. cost millions of dollars.

GLOSSARY

– **nuclear power plant** nhà máy điện hạt nhân
– **the former Soviet Union** Liên Xô cũ
– **technician** kĩ thuật viên
– **reactor** lò phản ứng
– **to overheat** trở nên quá nóng
– **meltdown** sự tan chảy của lõi lò phản ứng hạt nhân do quá nóng gây ra sự giải thoát năng lượng phóng xạ
– **core** lõi, phần nhân
– **explosive** (adj) có khả năng gây nổ
– **steam** hơi nước
– **lid** cái nắp đậy
– **radioactive material** nguyên liệu phóng xạ
– **radioactivity** mức độ phóng xạ
– **to discharge** thải ra
– **debris** mảnh vỡ vụn
– **operator** người vận hành máy móc
– **over-confident** (adj) quá tự tin
– **decision-making** sự đưa ra quyết định
– **flaw** khuyết điểm
– **exposure to sth** sự bị nhiễm cái gì
– **radiation** bức xạ
– **liquidating crew** đội phụ trách thanh tẩy khu nhiễm xạ
– **to swell** sưng vù lên; (số lượng) tăng mạnh lên
– **dose** liều lượng
– **in the long run** về sau này
– **thyroid cancer** ung thư tuyến giáp
– **to emit** phát ra
– **to evacuate** sơ tán
– **radius** bán kính
– **shelter** chỗ trú ẩn, nơi cư trú
– **to contain** ngăn chặn, kìm nén, kiềm chế
– **leakage** sự rò rỉ
– **to seal sth shut** niêm kín cái gì lại
– **back-up system** hệ thống dự phòng
– **cover** cái nắp đậy
– **to be subject to sth** phải hứng chịu cái gì
– **to be enclosed in sth** bị trùm kín bên trong

105 WARNING ON GLOBAL WARMING

Global warming could cause drought and possibly famine in China, the source of much of Hong Kong's food, by 2050, a new report predicts. Hong Kong could also be at risk from flooding as sea levels rose. The report recommends building sea-walls around low-lying areas such as the new port and airport reclamations. Published by the World Wide Fund for Nature (WWF), the report, which includes work by members of the Chinese Academy of Meteorological Sciences, uses the most recent projections on climate change to point to a gloomy outlook for China.

By 2050 about 30 to 40 per cent of the country will experience changes in the type of vegetation it supports, with tropical and subtropical forest conditions shifting northward and hot desert conditions rising in the west where currently the desert is temperate. Crop-growing areas will expand but any benefit is expected to be negated by increased evaporation of moisture, making it too dry to grow crops such as rice. The growing season also is expected to alter, becoming shorter in southern and central China, the mainland's breadbasket. The rapid changes make it unlikely that plants could adapt.

"China will produce smaller crops. In the central and northern areas, and the southern part, there will be decreased production because of water limitations," Dr. Rik Leemans, one of the authors of the report, said during a brief visit to the territory yesterday. Famine could result because of the demands of feeding the population – particularly if it grows – and the diminished productivity of the land. "It looks very difficult for the world as a whole," he said.

Global warming is caused by the burning of large amounts of fossil fuels, such as coal and oil, which release gases that trap heat in the atmosphere. World temperatures already have increased this century by about .6 degrees Celsius and are projected to rise by between 1.6 degrees and 3.8 degrees by 2100.

Dr. Leemans said China's reliance on coal-fired power for its industrial growth did not bode well for the world climate. "I think the political and economic powers in China are much greater than the environmental powers, and [greenhouse gas emissions] could accelerate," Dr. Leemans said. "China is not taking the problem seriously yet, although it is trying to incorporate this kind of research to see what is going to happen."

The climate change report, which will be released tomorrow, focuses on China but Mr David Melville of WWF-Hong Kong said some of the depressing scenarios could apply to the territory. Food supplies, for instance, could be affected by lower crop yields. "Maybe we could afford to import food from elsewhere but you have to keep in mind that the type of changes experienced in southern China will take place elsewhere as well," he said. Sea levels could rise as glaciers melted and the higher temperatures expanded the size of the oceans, threatening much of developed Hong Kong which is built on reclaimed land. Current projections are that sea levels worldwide will rise by 15 to 90 centimetres by 2100, depending on whether action is taken to reduce greenhouse gas emissions.

"Hong Kong has substantial areas built on reclaimed land and sea level rises could impact on that, not only on Chek Lap Kok but the West Kowloon Reclamation and the Central and Western Reclamation – the whole lot," Mr Melville said, adding that sea-walls would be needed. Depleted fresh water supplies would be another problem because increased evaporation would reduce levels. Mr Melville said the general outlook could be helped if Hong Kong used water less wastefully and encouraged energy efficiency to reduce fuel-burning. He also called on the West to help China improve its efficiency.

1. Overall, what sort of picture is painted of the future effects of global warming?
   A. disastrous
   B. potentially disastrous
   C. relatively optimistic
   D. on balance things are going to be satisfactory

2. What is this passage?
   A. a report
   B. a preview of a report
   C. an article describing a response to a report
   D. an article previewing a report

3. Mr David Melville suggests that in future more food could be imported into Hong Kong. He thinks these measures could be ______ .
   A. efficient B. sufficient C. insufficient D. inefficient

4. The main point of paragraph 3 is to describe ______ .
   A. effects of changes in the climate of China on food production
   B. future changes in the climate of China
   C. effects of changes in the climate of China on the growing season
   D. projected future changes in the climate of China

5. The main point of paragraph 5 is to describe ______ .
   A. global warming
   B. the effects of global warming
   C. the causes and projected effects of global warming
   D. the causes and effects of global warming

6. Why does the writer add the information in square brackets in paragraph 5?

A. because the quote is from a second language user whose command of English is not perfect.

B. because, although they are not part of the original quote, the additional information given is necessary to understand the statement.

C. because the writer is quoting from another source.

D. because the writer wants to emphasize the meaning of these words.

7. In paragraph 7, which point is Mr Melville NOT making?

A. suggesting that there is a potential disaster in Hong Kong

B. suggesting that reclamation areas are at risk

C. criticising current safeguards

D. making a call for action

8. How would you describe the Dr. Leeman's attitude towards China?

A. mainly favourable

B. critical

C. supportive in theory

D. admiring

9. In paragraph 2 "**negated**" is closest in meaning to ______ .

A. . made possible

B. made ineffective

C. reduced

D. paid for

10. In paragraph 7 "**depleted**" could be replaced by which of the following?

A. reduced

B. poor

C. decaying

D. decimated

GLOSSARY

- **sea-wall** tường chắn sóng biển, đê bao sát bờ biển
- **reclamation** vùng đất san lấp lấn biển
- **Academy of Meteorological Sciences** Viện Khoa Học Khí Tượng
- **projection** sự ước tính, số lượng dự báo
- **gloomy** (adj) u ám, đen tối
- **outlook** điều dự báo, triển vọng
- **vegetation** thực vật
- **tropical** (adj) thuộc nhiệt đới
- **sub-tropical** (adj) cận nhiệt đới
- **to shift** chuyển đổi sang
- **temperate** (adj) ôn hòa
- **to negate** phủ định, phủ nhận
- **reliance (on)** sự lệ thuộc, sự nhờ cậy
- **coal-fired power** điện sản xuất bằng than đá
- **to bode well** báo trước điềm tốt
- **to accelerate** tăng tốc, gia tốc
- **to take sth seriously** nghiêm túc xem xét xử lí cái gì
- **to incorporate sth** sát nhập, kết hợp, kết nạp
- **depressing** (adj) đáng buồn
- **scenario** kịch bản
- **crop yield** sản lượng cây trồng
- **glacier** núi băng, băng sơn
- **reclaimed land** vùng đất san lấp lấn biển

- **evaporation** sự bay hơi
- **moisture** độ ẩm
- **growing season** mùa gieo trồng
- **mainland** đại lục (chỉ lục địa Trung quốc không kể đến Hồng Kông và Đài Loan)
- **breadbasket** nguồn cung cấp lương thực chính, vựa lúa
- **diminished** (adj) bị giảm bớt, suy giảm
- **productivity** năng suất
- **to trap** làm mắc bẫy, làm cái gì kẹt lại
- **to project** dự kiến, dự báo số lượng
- **substantial** (adj) có kích thước/ giá trị/ tầm quan trọng to lớn
- **Kowloon Reclamation** Khu san lấp lấn biển Cửu Long (ở Hồng Kông)
- **to deplete** làm cạn kiệt, làm suy kiệt
- **wastefully** (adv) một cách lãng phí
- **energy efficiency** sự sử dụng năng lượng hiệu quả
- **optimistic** (adj) lạc quan
- **preview** sự duyệt trước, lời giới thiệu
- **safeguard** sự/ biện pháp bảo vệ

106 INVESTIGATORS TO PROBE TERROR FLIGHT

Senior air staff will today launch an investigation after a flight from Hong Kong with 300 passengers on board suffered severe damage to its nose cone and cockpit windscreens during an electrical storm. Dragonair Flight KA330 turned back shortly before landing at Beijing airport on Saturday after encountering atrocious weather.

In similar situations investigators are asked to satisfy themselves that conditions along the route were adequate when the plane took off; whether evasive action could not have been taken sooner; whether the plane was fully airworthy to return to Hong Kong; and whether people's lives were put at risk unnecessarily.

The TriStar's nose cone, which houses its radar system, was torn open, one windscreen was shattered and another was damaged. An aviation expert said it was rare for such damage to occur. Usually, he said, lightning was discharged by special conductors around the outer skin of the plane.

Among those on board was the British Ambassador to Beijing, Sir Robin McLaren, who was returning to the Chinese capital for more Sino-British talks. Simon Heale, chief operating officer for Dragonair, said a review of how the pilot handled the problem would be conducted.

This would be carried out by experts from Cathay Pacific, a 43 per cent shareholder of Dragonair and supplier of the pilot for Flight KA330. He said he could see no reason to prepare a report for the Civil Aviation Department (CAD).

Mr Heale added that the weather forecast was perfectly acceptable when the pilot took off. When he approached Beijing, eight Chinese aircraft were being diverted to other airfields. "The pilot decided to return to Hong Kong where he could do an auto-land. He had enough fuel to return. I think the issue for the pilot was visibility. His windscreen was cracked."

"We only have an agreement to land the TriStars at Beijing or Shanghai. Once you decide to divert, there's not a major difference between Hong Kong and Shanghai. I have not heard that the plane was unsafe." The director of the CAD, Mr P. K. N. Lok, and an assistant director in the CAD Safety Regulation Division, Mr P. J. Birkett, said they had heard nothing about the incident.

Passengers gave harrowing accounts of the six-hour journey on Saturday which left them shaken and fearing for their lives. Several of them **questioned the wisdom of allowing** the flight to take off at all. Meike Laesch, 24, a production manager for an advertising company in Germany, wished she had taken the train. "I saw people praying and I got really scared. Passengers were screaming," she said.

Flight KA330 carrying about 300 passengers took off late from Kai Tak airport at 4.10 pm. At about 7.10 pm the pilot announced that the plane would be landing at Beijing in 17 minutes. "All of a sudden we ran into turbulence. It was like a roller coaster ride," one passenger said.

After half-an-hour, the pilot announced that he was heading back to Hong Kong. "As we came in to land at Hong Kong we could see fire engines lined up on standby. Everyone clapped their hands when we came down. It was a smooth landing," a passenger said.

1. This passage is about ______ .
   A. a mid-air investigation
   B. a mid-air disaster
   C. a mid-air collision
   D. a mid-air incident

2. According to the passage ______ .
   A. the plane was not airworthy
   B. the plane did not have enough fuel
   C. the plane was slightly damaged
   D. the pilot performed poorly

3. According to the passage after the problem occurred ______ .
   A. the plane lost height
   B. the plane lost fuel
   C. the plane landed at the nearest airport
   D. the plane changed direction

4. The main point of paragraph 2 is to tell the reader ______ .
   A. what the investigators are going to do
   B. what the investigators usually do
   C. about the conditions along the route
   D. whether people's lives were put at risk

5. In paragraph 3 the reader is NOT told about which of the following:
   A. the damage to the plane
   B. a survey on the safety of Tristars
   C. what an aviation expert thinks
   D. how such problems are usually dealt with

6. In paragraph 6 it is suggested that Mr Heale thinks ______ .
   A. the pilot should never have taken off in the first place
   B. a report should be prepared for the Civil Aviation Department
   C. the pilot couldn't see properly
   D. the pilot could have landed in Beijing

7. Which of the following is the writer implying in paragraph 7?
   A. the pilot made the right decision
   B. the plane was unsafe
   C. the pilot made the wrong decision
   D. Shanghai was closer than Hong Kong

8. Which of the following is NOT mentioned in paragraph 9?
   A. the attitude of the passengers
   B. eye witness accounts
   C. criticisms of the passengers
   D. what people did on landing

9. In paragraph 5 **"This"** refers to ______ .
   A. a review
   B. a Civil Aviation Department report
   C. a Dragon Air report
   D. a Cathay Pacific report

10. The phrase **"questioned the wisdom of allowing"** in paragraph 8 is similar in meaning to which of the following ______
    A. strongly criticised the decision of allowing
    B. queried the sense of letting
    C. implied it was crazy to allow
    D. were angry at the decision to let

GLOSSARY

- **investigator** nhân viên điều tra
- **to probe** điều tra
- **terror flight** chuyến bay kinh hoàng
- **senior air staff** các lãnh đạo cấp cao của hãng hàng không
- **nose cone** phần mũi của máy bay
- **cockpit** buồng lái máy bay
- **windscreen** kính chắn gió phía trước
- **electrical storm** cơn bão điện từ
- **to encounter** gặp phải, chạm trán
- **Sino-British talks** các cuộc thương lượng giữa Trung Quốc và Anh
- **to conduct a review of sth** tiến hành nhận xét đánh giá cái gì
- **shareholder** cổ đông
- **supplier** nhà cung cấp
- **Civil Aviation Department (CAD)** Ủy Ban Hàng Không Dân Dụng
- **to be diverted to** được chuyển hướng sang

- **atrocious** (adj) 1) hung bạo, tàn bạo 2) xấu, tệ hại
- **to take evasive action** đưa ra một hành động để tránh tai nạn
- **airworthy** (adj) đủ điều kiện để bay
- **to be put at risk** bị đưa vào chỗ nguy hiểm
- **TriStar** [tên hãng máy bay]
- **to be torn open** bị xé rách toạc
- **to be shattered** bị đập vỡ tan nát
- **aviation** ngành hàng không
- **expert** chuyên gia
- **to discharge** xả hết điện, hóa giải dòng điện
- **conductor** thiết bị dẫn điện
- **outer** (adj) phía bên ngoài
- **ambassador (to a country)** đại sứ (tại một nước)
- **airfield** sân bay
- **auto-land** sự hạ cánh tự động
- **visibility** tầm nhìn xa
- **cracked** (adj) rạn nứt, có vết nứt
- **Shanghai** Thượng Hải
- **Safety Regulation Division** Ban Phụ Trách Các Quy Định Về An Toàn
- **shaken** (adj) rúng động, hoảng loạn
- **to pray** cầu nguyện
- **turbulence** vùng nhiễu động không khí
- **a roller coaster ride** chuyến đi trên đoàn tàu trượt siêu tốc
- **to line up on standby** sắp hàng chờ sẵn
- **smooth** (adj) suông sẻ, êm ái
- **mid-air** (adj) giữa không trung
- **collision** sự/ vụ đâm vào nhau
- **to query** nghi ngờ, thắc mắc
- **sense** ý nghĩa, sự sáng suốt

107

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees South. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

1. The sixteenth century was an age of great ______ exploration.
   A. cosmic B. land C. mental D. common man

2. Magellan lost the favor of the king of Portugal when he became involved in a political ______ .
   A. entanglement B. discussion
   C. negotiation D. problems

3. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ______ direction.
   A. north and south
   B. easterly
   C. south east
   D. north and west

4. One of Magellan's ships explored the ______ of South America for a passage across the continent.
   A. coastline B. mountain range
   C. physical features D. islands

5. Four of the ships sought a passage along a southern ______ .
   A. coast
   B. inland
   C. body of land with water on three sides
   D. border

6. The passage was found near 50 degrees South of ______ .
   A. Greenwich B. the equator C. Spain D. Portugal

7. In the spring of 1521, the ships crossed the ______ now called the International Date Line.
   A. imaginary circle passing through the poles
   B. imaginary line parallel to the equator
   C. area
   D. land mass

GLOSSARY

- **marine** (adj) thuộc về biển
- **terrestrial** (adj) trên mặt đất
- **expedition** chuyến thám hiểm
- **Portuguese** (adj) thuộc Bồ Đào Nha
- **noble** nhà quý tộc
- **quagmire** tình trạng bị sa lầy
- **a political intrigue** một âm mưu chính trị
- **court** triều đình
- **to lose sb's favor** không còn được ai yêu mến/ bị thất sủng đối với ai
- **papal** (adj) thuộc Giáo hoàng
- **decree** sắc lệnh
- **to assign sth to sb** gán/ giao phó cái gì cho ai
- **emperor** hoàng đế
- **the East Indies** Vùng Đông Ấn
- **to fall under sb's authority** thuộc quyền kiểm soát của ai
- **topography** địa mạo, địa hình
- **water route** thủy lộ
- **peninsula** bán đảo
- **passage** lối băng ngang qua biển
- **strait** eo biển
- **saint** vị thánh
- **to desert** đào ngũ, bỏ cuộc
- **to be privileged to do sth** có được cái đặc quyền/ cái may mắn làm gì
- **to gaze at** nhìn chăm chăm vào
- **panorama** toàn cảnh bao quát, bức tranh toàn cảnh
- **meridian** kinh tuyến gốc
- **the International Date Line** đường phân giờ quốc tế
- **starvation** sự thiếu ăn, sự chết vì đói
- **insular** (adj) hẹp hòi, thiển cận, có đầu óc cục bộ địa phương, không sẵn sàng chấp nhận ý kiến hoặc người lạ
- **conflict** cuộc xung đột
- **tribal** (adj) thuộc bộ tộc/ bộ lạc
- **battle** trận đánh
- **Basque** [tên một xứ ở Tây Ban Nha]
- **navigator** nhà hàng hải
- **once and for all** (adv) một lần dứt khoát
- **precipice** vách núi dựng đứng

108

Rock, or rock-and-roll, is a form of music that was invented in the United States in the 1950s. It has become popular in the United States, Europe, and many other parts of the world. African American performers like Little Richard, Fats Domino, Ray Charles, and Big Joe Turner were among the first people to come out with true rock-and-roll, a combination of various elements from country and western, gospel, rhythm and blues, and jazz. The influences of early performers like bluesman Muddy Waters, gospel performer Ruth Brown, and jazz musician Louis Jordan on rock-and-roll are still felt today. For example, the songs of early country legend Hank Williams affected musicians from early rock star Buddy Holly to '80s rocker Bruce Springsteen.

In the segregated 1950s, African American musical forms were not considered appropriate for white audiences. Much of the U.S. population had not been exposed to them. All that changed, when, in 1953, Cleveland disc jockey Alan Freed began to play rhythm and blues to a largely non-African American audience. Freed was successful, and a lot of records were sold. The music spread, and the term that Freed had adopted for the music – rock-and-roll – began to spread as well.

Teenagers, and the money they were willing to spend on records, provided an impetus for rock-and-roll. On their way to becoming rock stars, many performers copied songs from the original artists. For instance, Pat Boone scored a hit with a toned-down version of Little Richard's song, "Tutti Frutti," prompting Little Richard to comment; "He goes and outsells me with my song that I wrote." In 1955-56, Chuck Berry, Bill Haley and the Comets, and particularly Elvis Presley became famous for their version of traditional rhythm and blues. Elvis Presley's first television appearance in January 1956 marked rock-and-roll's ascendancy into the world of pop music.

1. What is the main topic of this passage?
   A. American popular music
   B. the careers of successful rock musicians
   C. the musical elements that distinguish pop from classical music
   D. the origins of the music that came to be called "rock-and-roll"

2. Who is NOT mentioned as an African American performer who was among the first to come out with rock-and-roll?
   A. Fats Domino B. Little Richard
   C. Elvis Presley D. Ray Charles

3. According to the passage, true rock-and-roll is characterized by a combination of which of the following?
   A. the music of Bruce Springsteen and Hank Williams
   B. musical influences from Europe and Asia
   C. forms of music heard on most radio stations in the early 1950s
   D. country and western, gospel, rhythm and blues, and jazz

4. In the 1950s rock-and-roll ______
   A. was invented
   B. was not considered appropriate for white audiences
   C. sold few records
   D. was the property of Buddy Holly

5. Many performers copied songs from ______
   A. classical music B. Pat Boone
   C. original artists D. "Tutti Frutti"

6. Which of the following is NOT mentioned in the passage as being a factor in the commercial success of early rock-and-roll?
   A. the purchasing power of early rock enthusiasts
   B. the charismatic personality of disc jockey Alan Freed
   C. the exposure of a non-African American audience to African American musical forms
   D. rock's popularity with teenage audiences

GLOSSARY

- **performer** nghệ sĩ biểu diễn
- **country, western, gospel, rhythm, blues, jazz** [tên các thể loại nhạc]
- **bluesman** nhạc sĩ hát nhạc blues
- **legend** huyền thoại
- **rocker** ca sĩ nhạc rock
- **segregated** (adj) đang trong tình trạng phân biệt chủng tộc
- **musical forms** các loại hình âm nhạc
- **disc jockey (DJ)** người diễn tấu và bình luận nhạc trên radio hoặc truyền hình
- **impetus** động lực, sức thúc đẩy
- **to score a hit** cho ra đời một bản nhạc ăn khách nhất
- **toned-down version** một phiên bản có giọng điệu nhẹ nhàng hơn
- **to prompt sb to do sth** nhắc/ khiến ai làm gì
- **to comment** bình phẩm/ đưa ra nhận xét
- **to outsell sb** bán chạy hơn ai
- **ascendancy** sự đi lên
- **charismatic** (adj) có uy tín, có sức thu hút quần chúng

109

A highly acclaimed motion picture of 1979 concerned a nearly disastrous accident at a nuclear power plant. Within a few weeks of the film's release, in a chilling coincidence, a real-life accident startlingly similar to the fictitious one occurred at the Three Mile Island plant near Harrisburg, Pennsylvania. The two incidents even corresponded in certain details; for instance, both in the film and in real life, one cause of the mishap was a false meter reading caused by a jammed needle.

Such similarities led many to wonder whether the fictional movie plot had been prophetic in other ways. The movie depicted officials of the power industry as seriously corrupt, willing to lie, bribe, and even kill to conceal their culpability in the accident. Did a similar cover-up occur in the Three Mile Island accident? Perhaps we will never know. We do know that, despite the endeavors of reporters and citizen groups to uncover the causes of the accident, many of the facts remain unknown. Although they declare that the public is entitled to the truth, many of the power industry leaders responsible have been reluctant to cooperate with independent, impartial investigators.

1. The nuclear accident described in the movie ______
   A. was successfully concealed by power industry leaders and officials
   B. was caused by a series of coincidences
   C. was a surprisingly accurate foreshadowing of actual events
   D. took place at the Three Mile Island

2. Officials of the nuclear power industry ______
   A. have committed murders to make possible a cover-up of the incident at Harrisburg

B. had predicted that nuclear accidents were likely to occur
C. have been reluctant to reveal the full story about the Three Mile Island incident
D. have tried to make all the facts freely accessible to those concerned

3. According to the passage, public concern over the accident near Harrisburg ______
   A. had no effect on the subsequent investigation
   B. was lessened by the quick response of industry leaders and officials
   C. prompted widespread panic throughout Pennsylvania
   D. persisted as many questions were left unanswered

4. Reporters looking into the accident at Three Mile Island ______
   A. uncovered more facts than did citizen groups
   B. did not succeed in uncovering all the facts about the cause of the accident
   C. cooperated closely with power industry officials
   D. kept documented information from the public

5. All of the following are true EXCEPT ______
   A. The movie about a nuclear accident has been praised.
   B. The press has sought fuller information about the Three Mile Island mishap.
   C. A mechanical breakdown was a partial cause of the Harrisburg accident.
   D. The release of the movie came only weeks after the Three Mile Island accident

GLOSSARY

– **to acclaim** ca tụng, khen ngợi
– **release** sự tung ra thị trường, sự công chiếu (một bộ phim)
– **chilling** (adj) gây cảm giác ớn lạnh vì đáng sợ
– **coincidence** sự trùng hợp ngẫu nhiên
– **startlingly** (adv) khiến người ta giật mình
– **fictitious** (adj) có tính tưởng tượng, không có thật
– **to corresponded** khớp nhau, giống nhau
– **mishap** điều rủi ro, bất hạnh
– **meter reading** số đọc được trên đồng hồ đo
– **culpability** sự có tội, sự phải chịu trách nhiệm
– **cover-up** sự giấu nhẹm, ém nhẹm, che đậy
– **endeavor** sự nỗ lực
– **to uncover** phanh phui, vén màn bí mật
– **to be entitled to sth** có quyền được hưởng cái gì
– **reluctant to do sth** (adj) ngần ngại, do dự không muốn làm gì
– **impartial** (adj) khách quan, không thiên vị
– **to foreshadow** báo hiệu, là điềm báo trước

- **jammed** (adj) bị mắc kẹt
- **needle** cây kim (của đồng hồ đo)
- **fictional** (adj) giả tưởng, không có thật ngoài đời
- **plot** cốt truyện
- **to depict** mô tả
- **official** viên chức, quan chức
- **power industry** ngành điện lực
- **corrupt** (adj) tham ô, tham nhũng
- **to be willing to do sth** sẵn lòng làm gì
- **to bribe** đưa hối lộ
- **to conceal** che giấu
- **to commit murder** phạm tội giết người
- **accessible** (adj) có thể tiếp cận được, có thể sử dụng được
- **subsequent** (adj) diễn ra sau đó
- **to prompt sth** thúc đẩy cái gì xảy ra, gây ra cái gì
- **to persist** cứ tồn tại dai dẳng
- **mechanical breakdown** sự hỏng hóc máy móc
- **partial** (adj) có tính một phần
- **documented** (adj) có tư liệu chứng minh

110

Traditional nineteenth-century education is usually associated with the image of a stern teacher standing in front of a blackboard in a one-room schoolhouse, teaching only the three R's of reading, writing, and arithmetic, and demanding rote learning in an atmosphere of silence and restraint.

Accurate or not, that image conflicts sharply with the modern reality. Today, the typical public school offers students a diversity of subject areas, a **plethora** of educational materials, and a variety of activities from creative dramatics to journalism. The modern school complex contains an array of educational facilities. Within the classroom setting, students are encouraged to speak up and engage in guided discussion. In fact, articulate speech and debate are desirable skills. Children are encouraged to interrelate on class projects that are independent of the teacher. Teachers may certainly demand quiet when necessary, but they in turn are expected to be flexible about individual student needs.

Contemporary schools reflect the thrust of a progressive educational philosophy whose main proponent was the pragmatic philosopher John Dewey. Dewey believed that education must serve the whole child in order to fully prepare him or her for an active role in society. To that end, the school curriculum was to include both academic and **utilitarian** courses. He firmly believed that children have innate curiosity and talents which will be stimulated by an environment varied enough to call forth these qualities and provide an outlet for their expression.

Following the precepts of progressive educational philosophy, the Gary Indiana school system initiated the Gary Plan between 1908 and 1915. The plan was later embraced by schools throughout the country. In addition to classroom space, the Gary Plan provided room for recreational activities, a theater, science laboratories, and craft shops. The actual merit of progressive philosophy is still a very controversial issue, especially in light of figures that indicate a high degree of illiteracy among high school graduates in the past two decades. However, to this day, Dewey's progressive philosophy continues to exert a strong influence on American education.

1. How does the author feel about the stereotypical image of nineteenth-century education?
   A. It is valid.
   B. It is not accurate.
   C. Its accuracy is not important.
   D. It is accurate, but only to a point.

2. In line 8, **plethora** is closest in meaning to which of the following?
   A. lack B. multitude C. supply D. group

3. It can be inferred that in the stereotypical nineteenth-century classroom, active student involvement ______
   A. was a primary educational goal
   B. consisted of crafts and skills
   C. occurred in one subject area only
   D. was not actively encouraged

4. In line 5-6 of paragraph 3, **utilitarian** is closest in meaning to which of the following?
   A. useless B. practical C. organized D. awe-inspiring

5. The paragraph following this passage would most likely go on to address ______
   A. Dewey's life after his involvement in education
   B. the effects of progressive philosophy on the nineteenth-century classroom
   C. modern ramifications of Dewey's work in education
   D. the differences between modern education and nineteenth-century education

GLOSSARY

– **stern** (adj) nghiêm khắc
– **one-room schoolhouse** ngôi trường chỉ có một phòng học
– **arithmetic** môn số học
– **rote learning** sự học vẹt
– **restraint** sự gò bó, sự kềm chế
– **to conflict with sth** xung đột với, mâu thuẫn với
– **diversity** tính đa dạng
– **plethora** tình trạng nhiều đến mức thừa thãi
– **dramatics** môn kịch ngoại khóa (ở trường học)
– **to reflect** phản ánh, phản chiếu
– **thrust** sức mạnh xốc tới
– **progressive** (adj) có tính tiến bộ
– **philosophy** triết lí
– **proponent** người ủng hộ
– **pragmatic** (adj) theo chủ nghĩa thực dụng
– **philosopher** nhà triết học
– **curriculum** chương trình học
– **utilitarian** (adj) có tính thực dụng
– **innate** (adj) bẩm sinh
– **outlet** chỗ thoát ra
– **precept** tôn chỉ, giới luật

– **journalism** môn báo chí
– **complex** khu liên hợp
– **array** sự bố trí các thành phần theo hàng ngang và hàng dọc, mảng
– **articulate** (adj) (lời nói) được phát âm rõ ràng
– **to interrelate** liên kết mật thiết với nhau, hợp tác với nhau
– **in turn** (adv) đến lượt (ai đó) thì
– **flexible** (adj) linh động, mềm dẻo, uyển chuyển
– **contemporary** (adj) đương thời, đương đại
– **to initiate** khởi xướng, đề xướng
– **to embrace** 1) ôm choàng lấy 2) nhiệt tình chấp nhận
– **craft shop** cửa hàng thủ công mỹ nghệ
– **merit** giá trị, công trạng
– **a controversial issue** một vấn đề gây tranh cãi
– **figure** con số
– **illiteracy** tình trạng mù chữ
– **stereotypical** (adj) có tính khuôn mẫu
– **awe-inspiring** (adj) gây cảm giác kính sợ
– **ramifications** kết quả, hậu quả

111

A survey is a study, generally in the form of an interview or a questionnaire, that provides information concerning how people think and act. In the United States, the best-known surveys are the Gallup poll and the Harris poll. As anyone who watches the news during presidential campaigns knows, these polls have become an important part of political life in the United States.

North Americans are familiar with the many "person on the street" interviews on local television news shows. While such interviews can be highly entertaining, they are not necessarily an accurate indication of public opinion. First, **they** reflect the opinions of only those people who appear at a certain location. Thus, such samples can be biased in favor of commuters, middle-class shoppers, or factory workers, depending on which area the newspeople select. Second, television interviews tend to attract outgoing people who are willing to appear on the air, while they frighten away others who may feel intimidated by a camera. A survey must be based on a **precise**, representative sampling if it is to genuinely reflect a broad range of the population.

In preparing to conduct a survey, sociologists must **exercise** great care in the wording of questions. An effective survey question must be simple and clear enough for people to understand it. It must also be specific enough so that there are no problems in interpreting the results. Even questions that are less structured must be carefully phrased in order to **elicit** the type of information desired. Surveys can be indispensable sources of information, but only if the sampling is done properly and the questions are worded accurately.

There are two main forms of surveys: the interview and the questionnaire. Each of these forms of survey research has its advantages. An interviewer can obtain a high response rate because people find it more difficult to turn down a personal request for an interview than to throw away a written questionnaire. In addition, an interviewer can go beyond written questions and **probe** for a subject's underlying feelings and reasons. However, questionnaires have the advantage of being cheaper and more consistent.

1. What does the passage mainly discuss?
   A. The history of surveys in North America
   B. The principles of conducting surveys
   C. Problems associated with interpreting surveys
   D. The importance of polls in American political life

2. The word "they" in line 10 refers to ______
   A. North Americans B. news shows
   C. interviews D. opinions

3. According to the passage, the main disadvantage of person-on-the-street interviews is that they ______
   A. are not based on a representative sampling
   B. are used only on television
   C. are not carefully worded
   D. reflect political opinions

4. The word "precise" in line 16 is closest in meaning to ______
   A. planned B. rational C. required D. accurate

5. According to paragraph 3, which of the following is most important for an effective survey?
   A. A high number of respondents
   B. Carefully worded questions
   C. An interviewer's ability to measure respondents' feelings
   D. A sociologist who is able to interpret the results

6. The word "exercise" in line 18 is closest in meaning to ______
   A. utilize B. consider C. design D. defend

7. The word "elicit" in line 23 is closest in meaning to ______
   A. compose B. rule out C. predict D. bring out

8. It can be inferred from the passage that one reason that sociologists may become frustrated with questionnaires is that ______
   A. respondents often do not complete and return questionnaires
   B. questionnaires are often difficult to read
   C. questionnaires are expensive and difficult to distribute
   D. respondents are too eager to supplement questions with their own opinions

9. According to the passage, one advantage of live interviews over questionnaires is that live interviews ______
   A. cost less

B. can produce more information
C. are easier to interpret
D. minimize the influence of the researcher

10. The word "probe" in the last paragraph is closest in meaning to ______

A. explore B. influence C. analyze D. apply

GLOSSARY

- **survey** cuộc khảo sát
- **questionnaire** bản câu hỏi thăm dò ý kiến; thẩm vấn lục
- **poll** cuộc thăm dò dư luận
- **presidential campaign** cuộc vận động tranh cử tổng thống
- **the person/ man on the street** người bình thường
- **public opinion** công luận
- **sample** 1) mẫu hàng hóa 2) một phần làm mẫu
- **to be biased in favor of sb/sth** có xu thế thiên vị ai/cái gì
- **commuter** người sống ở ngoại ô vào thành phố làm việc hằng ngày
- **middle-class** (adj) thuộc giới trung lưu
- **newspeople** giới phóng viên
- **outgoing** (adj) thân thiện, thích giao du
- **to frighten sb away** khiến ai sợ phải tránh xa
- **to intimidate** làm ai sợ hãi
- **precise** (adj) chính xác
- **representative sampling** sự lấy mẫu có tính đại diện
- **genuinely** (adv) đúng thật
- **range** phạm vi, tầm mức
- **sociologist** nhà xã hội học
- **to exercise care in doing sth** sử dụng sự thận trọng khi làm gì
- **to word** phát biểu, diễn đạt bằng từ ngữ, chọn chữ chọn lời
- **structured** (adj) có cấu trúc rõ ràng/ có dạng xác định
- **to phrase** lập văn, chọn từ ngữ để diễn đạt
- **to elicit** rút ra được/ thu được (1 câu trả lời)
- **indispensable** (adj) rất cần thiết, không thể thiếu được
- **response rate** tỉ lệ người trả lời
- **to probe** thăm dò, điều tra
- **underlying** (adj) nằm ẩn bên dưới/ nằm đằng sau, cơ bản
- **consistent** (adj) nhất quán, trước sau như một
- **respondent** người tham gia trả lời
- **frustrated** (adj) thất vọng
- **to supplement sth with sth** lấy cái gì bổ sung cho cái gì

112

The term "folk song" has been current for over a hundred years, but there is still a good deal of disagreement as to what it actually means. The definition provided by the International Folk Music Council states that folk music is the music of ordinary people, which is passed on from person to person by being listened to rather than learned from the printed page. Other factors that help shape a folk song include: continuity (many performances over a number of years); variation (changes in words and melodies either through artistic interpretation or failure of memory); and selection (the acceptance of a song by the community in which it evolves).

When songs have been **subjected** to these processes their origin is usually impossible to trace. For instance, if a farm laborer were to make up a song and sing it to a couple of friends who like it and memorize it, possibly when the friends come to sing it themselves one of them might forget some of the words and make up new ones to fill the gap, while the other, perhaps more artistic, might add a few decorative touches to the tune and improve a couple of lines of text. If this happened a few times there would be many different versions, the song's original composer would be forgotten, and the song would become common property. This constant reshaping and re-creation is the **essence** of folk music. Consequently, modem popular songs and other published music, even though widely sung by people who are not professional musicians, are not considered folk music.

The music and words have been set by a printed or recorded source, limiting scope for further artistic creation. These songs' origins cannot be disguised and therefore they belong primarily to the composer and not to a community.

The ideal situation for the creation of folk music is an isolated rural community. In such a setting folk songs and dances have a special purpose at every stage in a person's life, from childhood to death. Epic tales of heroic deeds, seasonal songs relating to calendar events, and occupational songs are also likely to be sung.

1. What does the passage mainly discuss?
   A. Themes commonly found in folk music
   B. Elements that define folk music
   C. Influences of folk music on popular music
   D. The standards of the International Folk Music Council

2. Which of the following statements about the term "folk song" is supported by the passage?
   A. It has been used for several centuries.
   B. The International Folk Music Council invented it
   C. It is considered to be out-of-date.
   D. There is disagreement about its meaning.

3. The word "**it**" in line 10 (end of paragraph 1) refers to ______
   A. community B. song C. acceptance D. memory

4. Which of the following is NOT mentioned in the passage as a characteristic of the typical folk song?
   A. It is constantly changing over time.
   B. it is passed on to other people by being performed.
   C. It contains complex musical structures.
   D. It appeals to many people.

5. The word "**subjected**" in line 11 is closest in meaning to ______
   A. reduced B. modified C. exposed D. imitated

6. The author mentions the farm laborer and his friends (lines 12-16) in order to do which of the following?
   A. Explain how a folk song evolves over time
   B. Illustrate the importance of music to rural workers
   C. Show how subject matter is selected for a folk song
   D. Demonstrate how a community chooses a folk song

7. According to the passage, why would the original composers of folk songs be forgotten?
   A. Audiences prefer songs composed by professional musicians.
   B. Singers dislike the decorative touches in folk song tunes.
   C. Numerous variations of folk songs come to exist at the same time.
   D. Folk songs are not considered an important form of music.

8. The word "essence" in line 16 is closest in meaning to ______
   A. basic nature B. growing importance
   C. full extent D. first phase

9. The author mentions that published music is not considered to be folk music because ______
   A. the original composer can be easily identified
   B. the songs attract only the young people in a community
   C. the songs are generally performed by professional singers
   D. the composers write the music in rural communities

GLOSSARY

- **folk song** bài dân ca
- **to be passed on to sb** được truyền lại cho ai
- **to shape** hình thành
- **continuity** tính liên tục
- **melody** giai điệu
- **artistic** (adj) có tính nghệ thuật
- **interpretation** sự diễn giải/ sự lí giải
- **to evolve** tiến hóa
- **to be subjected to sth** bị bắt phải hứng chịu cái gì
- **to trace** truy tìm tung tích, tìm dấu vết
- **to memorize** học thuộc lòng
- **decorative touches** những nét chấm phá để trang trí, những thêm thắt nhỏ để làm đẹp thêm
- **tune** điệu nhạc
- **composer** nhà soạn nhạc
- **to reshape** tái tạo lại
- **essence** tính chất, cốt lõi
- **folk music** nhạc dân gian
- **scope** phạm vi
- **to disguise** ngụy trang, cải trang
- **isolated** (adj) biệt lập, bị cô lập
- **setting** bối cảnh, khung cảnh
- **epic tale** một thiên trường ca
- **deed** hành động, kì tích
- **seasonal** (adj) theo từng mùa
- **occupational** (adj) liên quan đến nghề nghiệp
- **subject matter** chủ đề, đề tài

113

It is estimated that over 99 percent of all species that ever existed have become extinct. What causes extinction? When a species is no longer adapted to a changed environment, **it** may perish. The exact causes of a species' death vary from situation to situation. Rapid ecological change may render an environment hostile to a species. For example, temperatures may change and a species may not be able to adapt. Food resources may be affected by environmental changes, which will then cause problems for a species requiring these resources. Other species may become better adapted to an environment, resulting in competition and, **ultimately**, in the death of a species.

The fossil record reveals that extinction has occurred throughout the history of Earth. Recent analyses have also revealed that on some occasions many species became extinct at the same time – a mass extinction. One of the best-known examples of mass extinction occurred 65 million years ago with the **demise** of dinosaurs and many other forms of life. Perhaps the largest mass extinction was the one that occurred 225 million years ago, when approximately 95 percent of all species died, mass extinctions can be caused by a relatively rapid change in the environment and can be worsened by the close interrelationship of many species. If, for example, something were to happen to destroy much of the **plankton** in the oceans, then the oxygen content of Earth would drop, affecting even organisms not living in the oceans. Such a change would probably lead to a mass extinction.

One interesting, and controversial, **finding** is that extinctions during the past 250 million years have tended to be more intense every 26 million years. This periodic extinction might be due to intersection of the Earth's orbit with a cloud of comets, but this theory is purely speculative. Some researchers have also speculated that extinction may often be random. That is, certain species may be eliminated and others may survive for no particular reason. A species' survival may have nothing to do with its ability or inability to adapt. If so, some of evolutionary history may reflect a sequence of essentially random events.

1. The word "**it**" in line 3 refers to ______
   A. environment B. species C. extinction D. 99 percent

2. The word "**ultimately**" in line 10 is closest in meaning to ______
   A. exceptionally B. dramatically
   C. eventually D. unfortunately

3. What does the author say in paragraph 1 regarding most species in Earth's history ______

A. They have remained basically unchanged from their original forms.
B. They have been able to adapt to ecological changes.
C. They have caused rapid change in the environment.
D. They are no longer in existence.

4. Which of the following is NOT mentioned in paragraph 1 as resulting from rapid ecological change?
A. Temperature changes
B. Availability of food resources
C. Introduction of new species
D. Competition among species

5. The word "**demise**" in line 5 of paragraph 2 is closest in meaning to ______
A. change B. recovery C. help D. death

6. Why is "**plankton**" mentioned in line 11 of paragraph 2?
A. To demonstrate the interdependence of different species
B. To emphasize the importance of food resources in preventing mass extinction.
C. To illustrate a comparison between organisms that live on the land and those that live in the ocean
D. To point out that certain species could never become extinct.

7. According to paragraph 2, evidence from fossils suggests that ______
A. extinction of species has occurred from time to time throughout Earth's history.
B. Extinctions on Earth have generally been massive.
C. there has been only one mass extinction in Earth's history.
D. dinosaurs became extinct much earlier than scientists originally believed.

8. The word "**finding**" in the first line of the last paragraph is closest in meaning to ______
A. . published information B. research method
C. ongoing experiment D. scientific discovery

9. Which of the following can be inferred from the last paragraph ______?
A. Many scientists could be expected to disagree with it.
B. Evidence to support the theory has recently been found.
C. The theory is no longer seriously considered.
D. Most scientists believe the theory to be accurate.

10. In paragraph 3, the author makes which of the following statements about a species' survival?
    A. It reflects the interrelationship of many species.
    B. It may depend on chance events.
    C. It does not vary greatly from species to species
    D. It is associated with astronomical conditions.

11. According to the passage, it is believed that the largest extinction of a species occurred ______
    A. 26 million years ago
    B. 65 million years ago
    C. 225 million years ago
    D. 250 million years ago

GLOSSARY

- **to perish** chết, tàn lụi
- **ecological** (adj) thuộc về sinh thái
- **to render sth + adj** biến cái gì thành ra
- **hostile** (adj) thù nghịch, không thân thiện
- **ultimately** (adv) rốt cuộc, cuối cùng
- **fossil** vật hóa thạch
- **analysis** (*pl* **analyses**) sự phân tích
- **mass extinction** sự tuyệt chủng hàng loạt
- **demise** sự chết
- **to worsen** làm cho trở nên tệ hại hơn
- **interrelationship** mối tương quan, mối quan hệ lẫn nhau
- **plankton** sinh vật phù du
- **content** hàm lượng
- **organism** sinh vật, tổ chức có sự sống
- **controversial** (adj) gây tranh cãi
- **periodic** (adj) theo định kì
- **intersection** sự cắt lẫn nhau, sự giao cắt
- **comet** sao chổi
- **speculative** (adj) có tính suy đoán
- **to speculate** suy đoán
- **random** (adj) ngẫu nhiên
- **to eliminate** loại trừ
- **evolutionary** (adj) thuộc về sự tiến hóa
- **sequence** chuỗi, loạt
- **interdependence** sự lệ thuộc vào nhau
- **to be in existence** đang tồn tại
- **ongoing** (adj) đang tiến hành
- **astronomical** (adj) thuộc thiên văn

114 WORLD POPULATION AND CLIMATE CHANGE

In many ways, the increasingly rapid **pace** of climate change is a direct result of the growth of the human population. In the last 100 years, the world population has more than tripled, from just under 2 billion at the beginning of the century to nearly 7 billion today. Obviously, this has meant that the world has needed to produce three times as much food, energy, and other natural resources.

In addition, the average person uses more energy and natural resources than the average person one hundred years ago, meaning that the rates of **consumption** are actually much higher than just the increase in population would imply. For example, it took the world 125 years to use the first one trillion barrels of oil. The next trillion barrels will be used in less than 30 years, which is almost 5 times as fast, not three.

All of these activities: food production, energy usage, and the use of natural resources, contribute to climate change in some way. The greater amounts of oil and other fuels burned to create energy release chemicals which add to global warming. In order to produce more food, farmers cut down trees to gain more land for their fields. In addition, we cut down trees to build the houses needed for a larger population. Those trees are an essential part of controlling global warming. These are just two examples of the impacts that the growing population has on global warming; **others** are too numerous to mention.

In addition to a growing population, the world also has a population that desires a higher standard of living than in the past, and a higher standard of living requires the use of even more natural resources. A look at one country will provide a clear example of this fact. China is the world's most populous nation, with 1.3 billion people. Currently, the standard of living for most of those people is far below that of people in first world nations. Therefore, the average Chinese citizen uses far fever natural resources and less energy than the average citizen of the US or Japan. But China is growing in power, and more of its citizens are beginning to expect a first world lifestyle. **If every Chinese person attains a first world lifestyle, the amount of energy and natural resources needed in the world will double, even if the standard of living in every other nation on Earth remains the same as it is today.**

1. The word "pace" in the passage is closest in meaning to ________.
   A. growth B. speed C. problem D. pollution

2. The word "consumption" in the passage is closest in meaning to ________.
   A. development B. usage C. population D. increase

3. According to the passage, how does food production contribute to global warming?
   A. Producing more food leads to growth in the world population.
   B. Food production uses many chemicals which add to global warming.
   C. Food production requires that the forests be cleared to create farmland.
   D. Food production decreases the ability of the air to release heat.

4. Why does the author mention the rate at which oil is being used in paragraph 1?
   A. To illustrate that we are using resources faster than the speed at which the population is growing.

B. To suggest that most of the problems of global warming are associated with our rapid use of oil.

C. To suggest that our oil is likely to run out sometime in the next thirty years.

D. To contrast the differences in lifestyle between people giving 100 years ago and people living today.

5. The word others in the passage refers to ______ .

A. problems of global warming in the modern world

B. examples of the environmental consequences of population growth

C. way's in which our usage of oil will effect the world climate

D. the reasons why trees are essential in controlling global warming

6. According to the passage, how does the standard of living affect global warming?

A. Higher standards of living are better for the environment.

B. First world nations create less population than developing nations.

C. The use of natural resources is directly related to the standard of living.

D. High standards of living lead to increases in world population.

7. Which of the sentences below best expresses the essential information in the highlighted sentence (**in bold**) in the passage? *Incorrect choices change the meaning in important ways or leave out essential information.*

A. If China becomes a first world nation and all other nations keep their current standard of living, the usage of energy and natural resources will double.

B. If China doubles its usage of natural resources, its will attain a better standard of living, but other nations will have to remain as they are today.

C. Even if the standard of living in every other nation on Earth remains as its is today, China will still try to attain a first world standard of living.

D. When China attains a first world lifestyle, the amount of energy and natural resources used by other nations to keep their current standard of living will double.

8. Why does the author discuss China, Japan, and the United States?

A. To compare the standards of their citizens

B. To explain why China will not be able to become a first world nation

C. To better illustrate the effects of an increase in standards of living

D. To explain why the world's use of energy will need to double soon

GLOSSARY

– **climate change**	sự thay đổi khí hậu	– **barrel**	thùng tròn
– **pace**	nhịp độ, tốc độ	– **populous**	(adj) đông dân cư
– **to triple**	tăng gấp ba	– **first world nations**	những quốc gia thuộc thế giới thứ nhất
– **consumption**	sự tiêu thụ	– **to attain**	đạt được
– **trillion**	một ngàn tỉ		

115

In science, a theory is a reasonable explanation of observed events that are **related**. A theory often involves an imaginary model that helps scientists picture the way an observed event could be produced. A good example of **this** is found in the kinetic molecular theory, in which gases are pictured as being made up of many small particles that are in constant motion.

A useful theory, in addition to explaining past observations, helps to predict events that have not as yet been observed. After a theory has been publicized, scientists design experiments to test the theory. If observations confirm the scientists' predictions, the theory is **supported**. If observations do not confirm the predictions, the scientists must search further. There may be a fault in the experiment, or the theory may have to be revised or rejected.

Science involves imagination and creative thinking as well as collecting information and performing experiments. Facts by themselves are not science. As the mathematician Jules Henri Poincare said: "Science is built with facts just as a house is built with bricks, but a collection of facts cannot be called science any more than a pile of bricks can be called a house."

Most scientists start an investigation by finding out what other scientists have learned about a particular problem. After known facts have been gathered, the scientist comes to the part of the investigation that requires considerable imagination. Possible solutions to the problem are formulated. These possible solutions are called hypotheses. In a way, any hypothesis is **a leap into the unknown**. It extends the scientist's thinking beyond the known facts. The scientist plans experiments, performs calculations and makes observations to test hypotheses. For without hypotheses, further investigation lacks purpose and direction. When hypotheses are confirmed, they are incorporated into theories.

1. The word **"related"** in line 2 is closest in meaning to. _____
   A. connected B. described C. completed D. identified

2. The word **"this"** in line 4 refers to _____
   A. a good example
   B. an imaginary model
   C. the kinetic molecular theory
   D. an observed event

3. According to the second paragraph, a useful theory is one that helps scientists to _____
   A. find errors in past experiments
   B. make predictions
   C. observe events
   D. publicize new findings

4. The word **"supported"** in line 10 is closest in meaning to _____
   A. finished B. adjusted C. investigated D. upheld

5. Bricks are mentioned in paragraph 3 to indicate how _____ .
   A. mathematicinans approach science
   B. building a house is like performing experiments
   C. science is more than a collection of facts
   D. scientific experiments have led to improved technology

6. In the fourth paragraph, the author implies that imagination is most important to scientists when they _____
   A. evaluate previous work on a problem
   B. formulate possible solutions to a problem
   C. gather known facts
   D. close an investigation

7. In the last paragraph, the author refers to a hypotheses as **"a leap into the unknown"** in order to show that hypotheses _____
   A. are sometimes ill-conceived
   B. can lead to dangerous results
   C. go beyond available facts
   D. require effort to formulate

8. In the last paragraph, what does the author imply a major function of hypotheses?
   A. Sifting through known facts
   B. Communicating a scientist's thoughts to others
   C. Providing direction for scientific research
   D. Linking together different theories

9. Which of the following statements is supported by the passage?
   A. Theories are simply imaginary models of past events.
   B. It is better to revise a hypothesis than to reject it.
   C. A scientist's most difficult task is testing hypotheses.
   D. A good scientist needs to be creative.

GLOSSARY

- **to picture** hình dung, tưởng tượng ra
- **kinetic molecular theory** lí thuyết động lực phân tử
- **particle** hạt vật chất
- **(to be) in constant motion** liên tục chuyển động
- **to publicize** công bố
- **to confirm** khẳng định
- **to revise** xét lại, duyệt lại
- **to reject** bác bỏ
- **creative thinking** sự suy nghĩ sáng tạo
- **to formulate** thiết lập cái gì một cách hệ thống, hình thành
- **hypothesis (hypotheses** *pl*) già thuyết
- **leap** bước nhảy
- **the unknown** cái chưa biết, ẩn số
- **to extend** kéo dài, mở rộng
- **to incorporate sth into sth** tích hợp/kết hợp cái gì vào trong cái gì
- **to sift** sàng lọc

116

In the early days of the United States, postal charges were paid by the recipient and charges **varied** with the distance carried. In 1825, the United States Congress permitted local postmasters to give letters to mail carriers for home delivery, but these carriers received no government salary and their entire compensation depended on what they were paid by the recipients of individual letters.

In 1847 the United States Post Office Department adopted the idea of a postage stamp, which of course simplified the payment for postal service but caused grumbling by those who did not like prepay. Besides, the stamp covered only delivery to the post office and did not include carrying it to a private address. In Philadelphia, for example, with a population of 150,000, people still had to go to the post office to get their mail. The confusion and congestion of individual citizens looking for their letters was itself enough to discourage use of the mail. It is no wonder that, during the years of these **cumbersome** arrangements, private letter-carrying and express businesses developed. Although their activities were only semilegal, **they** thrived, and actually advertised that between Boston and Philadelphia they were a half-day speedier than the government mail. The government postal service lost volume to private competition and was not able to handle efficiently even the business it had.

Finally, in 1863, Congress provided that the mail carriers who delivered the mail from the post offices to private addresses should receive a government salary, and that there should be no extra charge for that delivery. But this delivery service was at first **confined** to cities, and free home delivery became a mark of urbanism. As late as 1887, a town had to have 10,000 people to be eligible for free home delivery. In 1890, of the 75 million people in the United States, fewer than 20 million had mail delivered free to their doors. The rest, nearly three-quarters of the population, still received no mail unless they went to their post office.

1. What does the passage mainly discuss?
   A. The increased use of private mail services
   B. The development of a government postal system
   C. A comparison of urban and rural postal services
   D. The history of postage stamps.

2. The word "varied" in line 2 could best be replaced by ______
   A. increased B. differed C. returned D. started

3. Which of the following was seen as a disadvantage of the postage stamp?
   A. It had to be purchased by the sender in advance.
   B. It increased the cost of mail delivery.
   C. It was difficult to affix to letters.
   D. It was easy to counterfeit.

4. Why does the author mention the city of Philadelphia in lines 12?
   A. It was the site of the first post office in the United States.
   B. Its postal service was inadequate for its population.
   C. It was the largest city in the United States in 1847.
   D. It was commemorated by the first United States postage stamp.

5. The word "cumbersome" in line 17 is closest in meaning to ______
   A. burdensome B. handsome C. loathsome D. quarrelsome

6. The word "they" in line 19 refers to ______
   A. Boston and Philadelphia
   B. businesses
   C. arrangements
   D. letters

7. The private postal services of the nineteenth century claimed that they could do which of the following better than the government?
   A. Deliver a higher volume of mail.
   B. Deliver mail more cheaply.
   C. Deliver mail faster.
   D. Deliver mail to rural areas.

8. In 1863 the United States government began providing which of the following to mail carriers?
   A. A salary
   B. Housing
   C. Transportation
   D. Free postage stamps

9. The word "confined" in lines 27-28 is closest in meaning to ______
   A. granted B. scheduled
   C. limited D. recommended

GLOSSARY

- **postal charges** cước phí bưu điện
- **recipient** người nhận
- **postmaster** trưởng trạm bưu điện
- **mail carrier** người đưa thư
- **compensation** món tiền đền bù, bồi thường
- **to simplify** đơn giản hóa
- **to grumble** cằn nhằn, càu nhàu
- **to prepay** trả tiền trước
- **to cover** trang trải (một chi phí)
- **congestion** sự chen chúc nhau vì quá đông, sự tắc nghẽn
- **to discourage sth** khiến ai nản lòng không còn thích/ muốn cái gì nữa
- **cumbersome** (adj) cồng kềnh, nặng nề, không hiệu quả
- **express businesses** các doanh nghiệp chuyển phát tốc hành
- **semilegal** (adj) bán hợp pháp
- **to thrive (throve – thrived)** trở nên thịnh vượng, phát đạt
- **speedy** (adj) nhanh, mau lẹ
- **volume** một số lượng lớn
- **Congress** Quốc Hội Mỹ
- **to provide that ...** quy định rằng...
- **to be confined to a place** bị giới hạn tại một nơi
- **urbanism** lối sống đô thị
- **to be eligible for** đủ điều kiện để được hưởng cái gì
- **to affix sth to sth** dán/ đính cái gì vào cái gì
- **to counterfeit** làm giả (tiền/ giấy tờ)

117 THE HISTORY OF THE ROLLER COASTER

The first roller coasters were created in Russia in the 17th century. However, they were not like modern ones. They were more like big sleds. People rode down steep ice slides. These sleds required very good navigation skills to slide down safely, and there were many accidents.

At the end of the 19th century, American railway companies introduced roller coasters. **They** set up amusement parks to make money on the weekends, when people rarely traveled. In 1884, the first real roller coaster appeared. It was a gravity-driven train. Passengers climbed flights of stairs to board the car. Then the car was pushed from the station to move down a hill and over a few bumps. At the bottom, passengers got out of the car and workers lifted the car to the second station.

During the early 20th century, there was great progress in roller coasters. Unlike previous coasters, the new ones **employed** mechanical tracks. The first was built in 1912. This was a great advance. It enabled people to enjoy greater speed and steeper hills but with much more safety than previous ones. Through the 1920s, many roller coasters were built, but after World War II, the number of roller coasters significantly decreased.

Disneyland, America's first theme park, opened in 1955. It opened a new era for amusement parks. Disney adopted the first tubular steel roller coaster in 1959. Before this, roller coasters always had been built on wooden frames. The steel track not only offered greater stability but also opened the door for loops and corkscrews.

1. The word "**They**" in line 7 refers to ______
   A. Russians
   B. roller coasters
   C. railway companies
   D. passengers

2. According to paragraph 2, what can we infer about roller coasters?
   A. They took a lot of effort to run.
   B. They were not fun to ride.
   C. They were reliant on ice.
   D. They had lots of enthusiasts.

3. The word **employed** in line 15 is closest in meaning to ______
   A. followed B. used C. left D. hired

4. According to the passage, all of the following are true EXCEPT ______
   A. The first roller coaster was created in the 17th century.
   B. After the Second World War, more roller coasters were built than ever before.
   C. Disneyland opened in 1955.
   D. The 20th century saw great advances in roller coasters.

5. All of the following are mentioned in the passage EXCEPT ______
   A. the setup of amusement parks in America
   B. Disney's adoption of wooden frame coasters
   C. the rise in construction of coasters in the USA
   D. the advantages of tubular steel construction

6. Why does the author introduce Disney?
   A. Because it created the first American roller coaster
   B. Because it opened many amusement parks in the U.S.
   C. Because it created many coasters during World War II
   D. Because it first introduced the steel roller coaster

GLOSSARY

- **roller coaster** toa tàu trượt cao tốc
- **sled** xe trượt tuyết
- **steep** (adj) có độ dốc cao
- **ice slide** sườn dốc băng
- **navigation skill** kĩ năng lèo lái, tài điều khiển
- **amusement park** công viên giải trí
- **gravity-driven** (adj) chuyển động theo nguyên lí trọng lực
- **a flight of stairs** một dải cầu thang
- **bump** chỗ nhô cao lên trên mặt đường
- **mechanical tracks** đường ray cơ khí
- **theme park** công viên giải trí theo chủ đề
- **era** kỉ nguyên
- **tubular** (adj) có dạng ống
- **stability** sự ổn định
- **loop** đường di chuyển lượn vòng
- **corkscrew** 1) cái khóa xoắn ruột gà (để mở nút của chai rượu vang) 2) đường xoắn trôn ốc

118

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty-five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty-five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became as she described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters in addition to the Nobel and Pulitzer prizes, Pearl Buck as a total human being, not only a famous author, is a captivating subject of study.

1. What is the author's main purpose in the passage?
   A. To offer a criticism of the works of Pearl Buck.
   B. To illustrate Pearl Buck's views on Chinese literature.
   C. To indicate the background and diverse interests of Pearl Buck.
   D. To discuss Pearl Buck's influence on the cultures of the East and the West.

2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT ______
   A. novels
   B. children's books
   C. poetry
   D. short stories

3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?
   A. The Nobel Prize
   B. The Newberry Medal
   C. The William Dean Howell medal
   D. The Pulitzer prize

4. According to the passage, Pearl Buck was an unusual figure in American literature in that she ______
   A. wrote extensively about a very different culture.
   B. published half of her books abroad.
   C. won more awards than any other woman of her time.
   D. achieved her first success very late in life.

5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was ______
   A. capable of resolving the differences between two distinct linguistic systems.
   B. keenly aware of how the past could influence the future.
   C. capable of producing literary works of interest to both adults and children.
   D. equally familiar with two different cultural environments.

6. The author's attitude toward Pearl Buck could best be described as ______
   A. indifferent
   B. admiring
   C. sympathetic
   D. tolerant

GLOSSARY

- **a literary figure** một gương mặt thuộc giới văn học
- **acclaimed** (adj) được ca tụng
- **literary award** giải thưởng văn học
- **prestigious** (adj) danh gía, có uy tín
- **a household word** một cái tên mà ai cũng biết/ được mọi người thường xuyên nhắc tới
- **prolific** (adj) có sức sáng tác mạnh
- **output** sản lượng, tổng số tác phẩm ra đời
- **nonfiction** thể loại biên khảo hoặc kí sự
- **mentally bifocal** (adj) giống như một cái kính hai tròng về mặt tư duy
- **background** hoàn cảnh xuất thân, bối cảnh
- **versatile** (adj) đa năng, đa tài
- **cannot help but do sth** không thể không làm gì
- **humanitarian** (adj) có lòng nhân từ
- **philanthropist** người giàu lòng từ thiện
- **honored** (adj) được tôn vinh, được vinh danh
- **the William Dean Howell Medal of the American Academy of Arts and Letters** Huy Chương của Viện Hàn Lâm Mỹ Thuật và Văn Học Hoa Kì mang tên William Dean Howell
- **captivating** (adj) hấp dẫn, đầy mê hoặc
- **subject of study** chủ đề nghiên cứu

119

The oldest living things on Earth are trees. Some of California's sequoias have for four thousand years looked down on the changes in the landscape and the comings and goings of humans. They sprouted from tiny seeds about the time the Egyptian pyramids were being built. Today these **giant patriarchs** seem as remote and inaccessible as the rocks and mountain cliffs on which they grow, like cathedral columns holding up the sky. It is hard to imagine them playing any part in the lives of mere humans or being in any way affected by the creatures that pass at their feet.

Lesser trees, however, have played an intimate role in the lives of people since **they** first appeared on Earth. Trees fed the fires that warmed humans: they provided shelter, food and medicine and even clothing. They also shaped people's spiritual horizons. Trees expressed the grandeur and mystery of life, as they moved through the cycle of seasons, from life to death and back to life again. Trees were the largest living things around humans and they knew that some trees had been standing on the same spot in their parent's and grandparents' time, and would continue to stand long after they were gone. No wonder these trees became symbols of strength, fruitfulness, and everlasting life.

1. What is the main idea of the passage?
   A. Trees grow to great heights.
   B. Trees have been important to people throughout history.
   C. Trees make humans seem superior.
   D. Trees that grow in California are very old.
2. Which of the following is NOT mentioned in the passage as a way in which people have used trees?
   A. For furniture B. For fuel
   C. For housing D. For nourishment
3. In line 5, the phrase "**giant patriarchs**" could best be replaced by which of the following?
   A. tiny seeds B. important leaders
   C. towering trees D. Egyptian pyramids
4. In line 11, the word "**they**" refers to which of the following?
   A. Trees
   B. Grandeur and mystery
   C. Seasons
   D. People's spiritual horizons

5. The author implies that, compared with sequoias, other trees have ______
   A. been in existence longer
   B. adapted more readily to their environments
   C. been affected more by animals
   D. had a closer relationship with people

6. Where in the passage does the author make a comparison between trees and parts of a building?
   A. Lines 1-3 B. Lines 5-7 C. Lines 11-13 D. Lines 14-19

GLOSSARY

- **sequoia** cây cù tùng (loại cây cao lớn vĩ đại ở California)
- **to look down on sb/sth** 1) tỏ vẻ khinh thường ai 2) nhìn xuống kẻ thấp hơn với vẻ ngạo nghễ
- **to sprout** nẩy mầm, đâm chồi
- **patriarch** bậc trưởng lão, vị đại lão
- **cliff** vách núi
- **inaccessible** (adj) không thể tới gần được
- **cathedral column** cột lớn trong nhà thờ
- **to hold up the sky** chống đỡ bầu trời
- **intimate** (adj) thân thiết, gần gũi
- **spiritual** (adj) thuộc về tâm linh
- **grandeur** vẻ hùng vĩ, vẻ oai nghiêm
- **cycle** chu kì
- **fruitfulness** sự sinh sôi nẩy nở phong phú
- **everlasting** (adj) trường cửu, vĩnh viễn

120

Amelia Earhart was born in Kansas in 1897. Thirty-one years later, she received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. The flight took more than 20 hours – about three times longer than it routinely takes today to cross the Atlantic by plane. Earhart was twelve years old before she ever saw an airplane, and she didn't take her first flight until 1920. But she was so thrilled by her first experience in a plane that she quickly began to take flying lessons. She wrote, "As soon as I left the ground, I knew I myself had to fly."

After that flight Earhart became a media sensation. She was given a ticker tape parade down Broadway in New York and even President Coolidge called to congratulate her. Because her record-breaking career and physical appearance were similar to pioneering pilot and American hero Charles Lindbergh, she earned the nickname "Lady Lindy." She wrote a book about her flight across the Atlantic, called *20 Hrs., 40 Min.*

Earhart continued to break records, and also polished her skills as a speaker and writer, always advocating women's achievements, especially in aviation. Her next goal was to achieve a transatlantic crossing alone. In 1927 Charles Lindbergh became the first person to make a solo nonstop flight across the Atlantic. Five years later, Earhart became the first woman to repeat that feat. Her popularity grew even more and she was the undisputed queen of the air. She then wanted to fly around the world, and in June 1937 she left Miami with Fred Noonan as her navigator. No one knows why she left behind important communication and navigation instruments. Perhaps **it** was to make room for additional fuel for the long flight. The pair made it to New Guinea in 21 days and then left for Howland Island, a tiny island in the middle of the Pacific Ocean. The last communication from Earhart and Noonan was on July 2, 1937 with a nearby Coast Guard ship. The United States Navy conducted a massive search for more than two weeks but no trace of the plane or its passengers was ever found. Many people believe they got lost and simply ran out of fuel and died.

1. With which of the following subjects is the passage mainly concerned?
   A. The history of aviation
   B. The tragic death of the queen of air
   C. Achievements of early aviation pioneers
   D. The achievements of a pioneering aviatrix

2. According to the passage, which of the following statements about Earhart is NOT true?
   A. She wrote a book about her solo nonstop flight across the Atlantic, called *20 Hrs., 40 Min.*
   B. In her last adventure, she didn't take communication and navigation instruments by accident, and that led to the tragedy.
   C. She is regarded as the female Chare Lindbergh in aviation.
   D. She was in her late twenties when she took her first flight.

3. According to the passage, when did Amelia Earhart began her first flight ______ .
   A. when she was 12 years old
   B. 1920
   C. when she first saw an airplane
   D. when she started to take flying lessons.

4. The word "sensation" in line 10 is closest in meaning to ______ .
   A. feeling B. hit C. excitement D. perception

5. Amelia Earhart was called "Lady Lindy" because ______
   A. she was the undisputed queen of the air.
   B. President Coolidge gave her the nickname.
   C. she repeated Charles Lindbergh's feat.
   D. of her career and her physical resemblance to Lindbergh.

6. The word "undisputed" in line 22 is closest in meaning to ______
   A. contemporary B. undeceived
   C. dissipated D. undoubted

7. The word "it" in line 26 refers to ______ .
   A. plane B. communication
   C. the reason D. aviation

8. The word "massive" in line 31 is closest in meaning to ______
   A. substantial B. general C. large D. careful

9. It may be inferred from the passage that Amelia Earhart ______
   A. would not have developed her love of flying if she had not been invited to become the first woman passenger to cross the Atlantic in a plane.
   B. would have continued to seek new adventures and records to break if she had not died at the age of 39.
   C. became too confident and took too many risks to be able to live to old age.
   D. did not want to return to the United States.

GLOSSARY

- **routinely** (adv) theo thông lệ, bình thường thì
- **thrilled** (adj) hồi hộp một cách thú vị
- **to take flying lessons** học lái máy bay
- **a media sensation** tin tức gây xôn xao dư luận trên các phương tiện truyền thông/ tin gây chú ý cho công chúng
- **a ticker tape parade** cuộc diễu hành trong đó người ta ném giấy qua cửa sổ các toà nhà cao để chào đón người nổi tiếng
- **record-breaking career** một sự nghiệp phá kỉ lục
- **pioneering** (adj) có tính tiên phong
- **to polish** 1) đánh bóng 2) trau dồi, rèn luyện
- **to advocate sth** bênh vực, ủng hộ
- **achievement** thành tựu, thành tích
- **aviation** ngành hàng không
- **solo nonstop flight** chuyến bay một mình không nghỉ
- **feat** kì tích
- **undisputed** (adj) không còn gì để nghi ngờ nữa, khỏi cần phải bàn cãi
- **navigator** 1) nhà hàng hải 2) hoa tiêu dẫn đường
- **to make room for sth** để dành chỗ cho cái gì
- **Coast Guard** Lực lượng Tuần Duyên, Lực lượng Canh Phòng Bờ Biển
- **trace** dấu vết, vết tích
- **aviatrix** nữ phi công

121

In the late 1960's, many people in North America turned their attention to environmental problems and new steel-and-glass skyscrapers were widely criticized. Ecologists pointed out that a cluster of tall buildings in a city often overburdens public transportation and parking lot capacities.

Skyscrapers are also lavish consumers, and wasters, of electric power. In one recent year, the addition of 17 million square feet of skyscraper office space in New York City raised the peak daily demand for electricity by 120,000 kilowatts – enough to supply the entire city of Albany, New York, for a day.

Glass-walled skyscrapers can be especially wasteful. The heat loss (or gain) through a wall of half-inch plate glass is more than ten times that through a typical masonry wall filled with insulation board. To lessen the strain on heating and air-conditioning equipment builders of skyscrapers have begun to use double glazed panels of glass, and reflective glasses coated with silver or gold mirror films that reduce glare as well as heat gain. However, mirror-walled skyscrapers raise the temperature of the surrounding air and affect neighboring buildings.

Skyscrapers put a severe strain on a city's sanitation facilities, too. If fully occupied, the two World Trade Center towers in New York City would alone generate 2.25 million gallons of raw sewage each year – as much as a city the size of Stamford, Connecticut, which has a population of more than 109,000.

Skyscrapers also interfere with television reception, block bird flyways, and obstruct air traffic. In Boston in the late 1960's, some people even feared that shadows from skyscrapers would kill the grass on Boston Common.

Still, people continue to build skyscrapers for all the reasons that they have always built them – personal ambition, civic pride, and the desire of owners to have the largest possible amount of rentable space.

1. The main purpose of the passage is to ______
   A. compare skyscrapers with other modern structures
   B. describe skyscrapers and their effect on the environment
   C. advocate the use of masonry in the construction of skyscrapers
   D. illustrate some architectural designs of skyscrapers

2. According to the passage, what is one disadvantage of skyscrapers that have mirrored walls?
   A. The exterior surrounding air is heated.

B. The windows must be cleaned daily.
C. Construction time is increased.
D. Extra air-conditioning equipment is needed.

3. According to the passage, in the late 1960's some residents of Boston were concerned with which aspect of skyscrapers?
A. The noise from their construction
B. The removal of trees from building sites
C. The harmful effects on the city's grass
D. The high cost of rentable office space

4. The author raises issues that would most concern which of the following groups?
A. Electricians
B. Environmentalists
C. Aviators
D. Teachers

5. Where in the passage does the author compare the energy consumption of skyscrapers with that of a city?
A. Lines 6-10
B. Lines 17-19
C. Lines 20-24
D. Lines 25-28

GLOSSARY

– **steel-and-glass skyscraper** tòa nhà chọc trời bằng thép và kính
– **to criticize** phê bình, chỉ trích
– **ecologist** nhà sinh thái học
– **cluster** cụm, khóm, chùm
– **to overburden** gây quá tải, trở thành một gánh nặng cho ai
– **parking lot capacities** sức chứa của bãi đỗ xe
– **glass-walled** (adj) có tường làm bằng kính
– **reflective** (adj) có tính phản chiếu
– **to be coated with** được tráng/ bọc một lớp mỏng
– **wasteful** (adj) gây nhiều lãng phí
– **heat loss** sự thất thoát nhiệt
– **heat gain** sự tích nhiệt
– **plate glass** kính tấm
– **masonry wall** tường xây bằng gạch hoặc đá
– **insulation board** tấm cách nhiệt
– **to lessen the strain on sth** giảm bớt sự căng thẳng cho
– **double glazed glass** (adj) kính hai lớp
– **a panel of glass** một tấm kính
– **mirror film** lớp tráng mỏng để biến kính thành gương
– **glare** ánh sáng chói mắt
– **mirror-walled** (adj) có tường là những tấm gương
– **sanitation facilities** các tiện nghi vệ sinh
– **to generate** phát sinh, phát ra
– **raw sewage** chất thải chưa xử lí
– **to interfere with television reception** cản trở sự thu sóng TV
– **to block bird flyways** cản đường chim bay
– **to obstruct** gây cản trở
– **common** bãi cỏ công cộng
– **ambition** tham vọng
– **civic pride** niềm tự hào của công dân đô thị
– **rentable** (adj) có thể đem cho thuê được

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The Nobel Peace Prize is awarded annually and the first woman to win this prize was Baroness Bertha Felicie Sophie von Suttner in 1905. In fact, her work inspired the creation of the Prize. The first American woman to win this prize was Jane Addams, in 1931. However, Addams is best known as the founder of Hull House.

Jane Addams was born in 1860, into a wealthy family. She was one of a small number of women in her generation to graduate from college. Her **commitment** to improving the lives of those around her led her to work for social reform and world peace. In the 1880s Jane Addams traveled to Europe. While she was in London, she visited a "settlement house" called Toynbee Hall. Inspired by Toynbee Hall, Addams and her friend, Ellen Gates Starr, opened Hull House in a neighborhood of slums in Chicago in 1899. Hull House provided a day care center for children of working mothers, a community kitchen, and visiting nurses. Addams and her staff gave classes in English literacy, art, and other subjects. Hull House also became a meeting place for clubs and labor unions. Most of the people who worked with Addams in Hull House were well educated, middle-class women. Hull House gave them an opportunity to use **their** education and it provided a training ground for careers in social work.

Before World War I, Addams was probably the most beloved woman in America. In a newspaper poll that asked, "Who among our **contemporaries** are of the most value to the community?", Jane Addams was rated second, after Thomas Edison. When she opposed America's involvement in World War I, however, newspaper editors called her a traitor and a fool, but she never changed her mind. Jane Addams was a strong champion of several other causes. Until 1920, American women could not vote. Addams joined in the movement for women's suffrage and was a vice president of the National American Woman Suffrage Association. She was a founding member of the National Association for the Advancement of Colored People (NAACP), and was president of the Women's International League for Peace and Freedom. Her reputation was gradually restored during the last years of her life. She died of cancer in 1935.

1. With which of the following subjects is the passage mainly concerned?
   A. The first award of the Nobel Peace Prize to an American woman.
   B. A woman's work for social reform and world peace.

C. The early development of Social Work in America.
D. Contributions of educated women to American society.

2. Which of the following can be inferred from the passage?
   A. the work of Baroness Bertha Felicie Sophie von Suttner was an inspiration to Jane Addams.
   B. Jane Addams is most famous for her opening of Hull House.
   C. those who lived near Hull House had very poor literacy skills.
   D. Jane Addams considered herself as a citizen of the world rather than of one particular country.

3. The word "**commitment**" in line 8 is closest in meaning to ______
   A. involvement B. obligation C. dedication D. enthusiasm

4. Jane Addams was inspired to open Hull House because ______
   A. it gave educated women an opportunity to use their education and develop careers in social work.
   B. she traveled to Europe in the 1880s.
   C. she visited Toynbee Hall.
   D. she was invited by a 'settlement house' in Chicago.

5. The word "**their**" in line 20 refers to ______
   A. children of working mothers
   B. middle-class women
   C. visiting nurses
   D. labor union members

6. The word "**contemporaries**" in line 24 is closest in meaning to ____
   A. people of the same time
   B. famous people still alive
   C. elected officials
   D. people old enough to vote

7. According to the passage, Jane Addams' reputation was damaged when she ______
   A. allowed Hull House to become a meeting place for clubs and labor unions
   B. joined in the movement for women's suffrage
   C. became a founding member of the NAACP
   D. opposed America's involvement in World War I

8. Where in the passage does the author mention the services provided by Hull House?
   A. Lines 6-14
   B. Lines 14-21
   C. Lines 22-28
   D. Lines 28-34

GLOSSARY

- **to inspire** gợi cảm hứng
- **founder** người sáng lập
- **commitment to sth** nhiệt tình/ sự hăng hái muốn làm gì
- **social reform** sự cải cách xã hội
- **slum** khu nhà ổ chuột
- **a day care center** trung tâm chăm sóc trẻ vào ban ngày
- **working mother** bà mẹ đang phải làm việc
- **community kitchen** nhà bếp tập thể
- **literacy** khả năng đọc viết cơ bản
- **labor union** công đoàn, nghiệp đoàn
- **middle-class** (adj) thuộc giới trung lưu
- **poll** cuộc thăm dò ý kiến
- **contemporary** người sống cùng thời
- **to be rated** được xếp hạng
- **to oppose** chống đối
- **involvement in** sự tham gia vào
- **traitor** kẻ phản bội
- **champion** 1) nhà vô địch 2) người nhiệt tình ủng hộ
- **cause** 1) nguyên nhân 2) lí tưởng, mục đích
- **suffrage** quyền đầu phiếu của phụ nữ
- **vice president** phó chủ tịch
- **founding member** thành viên ban sáng lập
- **National Association for the Advancement of Colored People (NAACP)** Hiệp Hội Quốc Gia Vì Sự Tiến Bộ Của Người Da Màu
- **Women's International League for Peace and Freedom** Liên Đoàn Quốc Tế Phụ Nữ vì Hòa Bình và Tự Do
- **to restore** phục hồi, khôi phục

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The Moon has been worshipped by primitive peoples and has inspired humans to create everything from lunar calendars to love sonnets, but what do we really know about it? The most accepted theory about the origin of the Moon is that it was formed of the debris from a **massive** collision with the young Earth about 4.6 billion years ago. A huge body, perhaps the size of Mars, struck the Earth, throwing out an immense amount of **debris** that coalesced and cooled in orbit around the Earth.

The development of Earth is inextricably linked to the moon; the Moon's gravitational influence upon the Earth is the primary cause of ocean tides. In fact, the Moon has more than twice the effect upon the tides than does the Sun. The Moon makes one rotation and completes a revolution around the Earth every 27 days, 7 hours, and 43 minutes. This synchronous rotation is caused by an **uneven** distribution of mass in the Moon (essentially, it is heavier on one side than the other) and has allowed the Earth's gravity to keep one side of the Moon permanently facing Earth. It is an average distance from Earth of 384,403 km.

The Moon has no atmosphere; without an atmosphere, the Moon has nothing to protect it from meteorite impacts, and thus the surface of the Moon is covered with **impact craters**, both large and small. The Moon also has no active tectonic or volcanic activity, so the erosive effects of atmospheric weathering, tectonic shifts, and volcanic upheavals that tend to **erase** and reform the

Earth's surface features are not at work on the Moon. In fact, even tiny surface features such as the footprint left by an astronaut in the lunar soil are likely to last for millions of years, unless obliterated by a chance meteorite strike. The surface gravity of the Moon is about one-sixth that of the Earth's. Therefore, a man weighing 82 kilograms on Earth would only weigh 14 kilograms on the Moon.

The geographical features of the Earth most like that of the Moon are, in fact, places such as the Hawaiian volcanic craters and the huge meteor crater in Arizona. The climate of the Moon is very unlike either Hawaii or Arizona, however; in fact the temperature on the Moon ranges between 123 degrees C to –233 degrees C.

1. What is the passage primarily about?
   A. the Moon's effect upon the Earth
   B. the origin of the Moon
   C. what we know about the Moon and its differences to Earth
   D. a comparison of the Moon and the Earth

2. The word "**massive**" in line 5 is closest in meaning to ______
   A. unavoidable B. dense C. huge D. impressive

3. The word "**debris**" in line 7 is closest in meaning to ______
   A. rubbish B. satellites C. moons D. earth

4. According to the passage, the Moon is ______
   A. older than the Earth
   B. protected by a dense atmosphere
   C. composed of a few active volcanoes
   D. the primary cause of Earth's ocean tides

5. The word "**uneven**" in line 15 is closest in meaning to ______.
   A. Heavier
   B. Equally distributed
   C. Orderly
   D. Not uniform

6. Why does the author mention "**impact craters**" in line 21?
   A. to show the result of the Moon not having an atmosphere
   B. to show the result of the Moon not having active tectonic or volcanic activity
   C. to explain why the Moon has no plant life because of meteorites
   D. to explain the corrosive effects of atmospheric weathering

7. The word "**erase**" in line 24 is closest in meaning to ______
   A. change B. impact C. obliterate D. erupt

8. A person on the Moon would weigh less than on the Earth because _______
   A. of the composition of lunar soil
   B. the surface gravity of the Moon is less
   C. the Moon has no atmosphere
   D. the Moon has no active tectonic or volcanic activity

9. All of the following are true about the Moon EXCEPT _______
   A. it has a wide range of temperatures
   B. it is heavier on one side than the other
   C. it is unable to protect itself from meteorite attacks
   D. it has less effect upon the tides than the Sun

10. Which of the following can be inferred from the passage?
   A. the Moon is not able to support human life
   B. if the Moon had no gravitational influence, the Earth would not have tides
   C. people living in Hawaii and Arizona would feel at home on the Moon
   D. Mars could have been formed in a similar way to the Moon

GLOSSARY

– **to worship** sùng bái, tôn thờ
– **primitive** (adj) nguyên thủy, sơ khai
– **lunar calendar** âm lịch, lịch theo mặt trăng
– **love sonnet** bài thơ tình, bài xon-nê trữ tình (gồm 14 câu)
– **debris** mảnh vỡ vụn
– **massive** (adj) to lớn
– **collision** sự va chạm, sự đâm vào nhau
– **to coalesce** kết dính lại thành một khối
– **to cool** nguội đi
– **inextricably** (adv) không thể tháo gỡ ra được
– **gravitational** (adj) thuộc trọng lực
– **tide** thủy triều
– **rotation** vòng quay quanh trục
– **revolution** vòng quay tròn
– **synchronous** (adj) đồng bộ
– **uneven** (adj) không bằng phẳng, không đồng đều
– **distribution** sự phân bố, sự phân phối
– **mass** khối lượng
– **gravity** trọng lực
– **permanently** (adv) một cách vĩnh viễn, mãi mãi.
– **meteorite impact** sự va đập mạnh do thiên thạch gây ra
– **impact crater** hố hình phễu do va chạm mạnh tạo ra
– **tectonic** (adj) thuộc về kiến tạo
– **erosive** (adj)có tác dụng bào mòn
– **atmospheric weathering** sự biến đổi hình dạng do khí quyển gây ra
– **shift** sự dịch chuyển
– **upheaval** sự thăng trầm, sự biến động lớn
– **to obliterate** hủy diệt, xóa sạch
– **a chance meteorite strike** một sự va đập tình cờ của thiên thạch
– **dense** (adj) dày đặc, rậm rạp
– **uniform** (adj) đồng nhất
– **composition** thành phần cấu tạo

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William Sydney Porter (1862-1910), who wrote under the pseudonym of O. Henry, was born in North Carolina. His only formal education was to attend his Aunt Lina's school until the age of fifteen, where he developed his lifelong love of books. By 1881 he was a licensed pharmacist. However, within a year, on the recommendation of a medical colleague of his father's, Porter moved to La Salle County in Texas for two years herding sheep. During this time, Webster's Unabridged Dictionary was his constant companion, and Porter gained a knowledge of ranch life that he later incorporated into many of his short stories. He then moved to Austin for three years, and during this time the first recorded use of his pseudonym appeared, **allegedly** derived from his habit of calling "Oh, Henry" to a family cat. In 1887, Porter married Athol Estes. He worked as a draftsman, then as a bank teller for the First National Bank.

In 1894 Porter founded his own humor weekly, the "Rolling Stone", a **venture** that failed within a year, and later wrote a column for the Houston Daily Post. In the meantime, the First National Bank was examined, and the **subsequent** indictment of 1886 stated that Porter had embezzled funds. Porter then fled to New Orleans, and later to Honduras, leaving his wife and child in Austin. He returned in 1897 because of his wife's continued ill-health, however she died six months later. Then, in 1898 Porter was found guilty and sentenced to five years imprisonment in Ohio. At the age of thirty five, he entered prison as a defeated man; he had lost his job, his home, his wife, and finally his freedom. He emerged from prison three years later, reborn as O. Henry, the pseudonym he now used to hide his true identity. He wrote at least twelve stories in jail, and after re-gaining his freedom, went to New York City, where he published more than 300 stories and gained fame as America's favorite short story writer. Porter married again in 1907, but after months of poor health, he died in New York City at the age of forty-eight in 1910. O. Henry's stories have been translated all over the world.

1. Why did the author write the passage?
   A. because it is a tragic story of a gifted writer
   B. to outline the career of a famous American
   C. because of his fame as America's favorite short story writer
   D. to outline the influences on O. Henry's writing

2. According to the passage, Porter's Father was ______
   A. responsible for his move to La Salle County in Texas
   B. the person who gave him a life-long love of books
   C. a medical doctor
   D. a licensed pharmacist

3. The word "**allegedly**" in line 9 is closest in meaning to ______
   A. supposedly B. reportedly C. wrongly D. mistakenly

4. Which of the following is true, according to the passage?
   A. both of Porter's wives died before he died
   B. Porter left school at 15 to become a pharmacist
   C. Porter wrote a column for the Houston Daily Post called "Rolling Stone"
   D. the first recorded use of his pseudonym was in Austin

5. The word "**venture**" in line 17 is closest in meaning to ______
   A. challenging experiment
   B. bold initiative
   C. speculative action
   D. sorry experience

6. The word "**subsequent**" in line 19 is closest in meaning to ______
   A. resulting B. police C. alleged D. official

7. Porter lost all of the following when he went to prison EXCEPT his ______
   A. home B. wife C. job D. books

8. According to the author, how many stories did Porter write while in prison for three years?
   A. more than 300 B. 35
   C. at least 12 D. over 20

9. The author implies which of the following is true?
   A. Porter would probably have written less stories if he had not been in prison for three years
   B. Porter was in poor health throughout his life
   C. O. Henry is as popular in many other countries as he is in America
   D. Porter's wife might have lived longer if he had not left her in Austin when he fled.

10. Where in the passage does the author mention a habit of Porter that was to become very useful for him later?
   A. lines 7-13 B. lines 16-22
   C. lines 22-28 D. lines 28-34

GLOSSARY

- **pseudonym** tên giả
- **licensed pharmacist** một dược sĩ được cấp phép hành nghề
- **on the recommendation of** theo lời khuyên của
- **to herd sheep** chăn cừu
- **unabridged** (adj) không rút ngắn, toàn tập
- **ranch** trại chăn nuôi
- **to incorporate** hợp nhất, tích hợp, kết hợp, sát nhập
- **allegedly** (adj) được cho là
- **to be derived from sth** (từ ngữ/ tên gọi) phát sinh từ
- **draftsman** người vẽ sơ đồ thiết kế, người phác thảo – **humor weekly** tờ tuần báo trào phúng
- **venture** công việc kinh doanh đầy mạo hiểm
- **column** cột báo, chuyên mục trên báo
- **indictment** sự buộc tội
- **to embezzle** biển thủ công quỹ
- **to flee (fled – fled)** chạy trốn
- **defeated** (adj) bị đánh bại, thất bại
- **to emerge from** xuất hiện, bước ra khỏi (một nơi)
- **identity** lý lịch, nhân thân
- **jail** nhà tù
- **to re-gain** lấy lại được

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DEATH OF THE CLASSROOM

The New Wave of Online Education

By Scott Reekie

Picture a society where learning can happen at any time, in any place and can be completed without ever going to class. This could be the new wave of education and the Internet technology now exists to support such a system.

The virtual classroom is here. If you are interested in English, or Civil Engineering, then head to the university and click yourself a degree. Well, maybe it's not that easy, but you would be on the right track. The flexibility of studying at your own pace, and the money you save with online courses are two of the main attractions.

The Web is a powerful educational tool. Yet some feel that virtual classrooms will isolate students from each other, which will result in problems developing interpersonal relationships and that these skills are much more important than computer skills. Should teachers teach kids how to behave in society, how to respect others and how to co-operate or should kids have already learned this from their parents? No one is saying that social skills aren't important, however, virtual classrooms are far about more than just computer skills. Some strongly believe that education can be taught via the Web and social skills can be gained from joining sports teams, summer camps, or just hanging out! Others argue that this virtual classroom may place pressure on students: to become computer literate or be left behind in life. Is this undue pressure or reality? Maybe being left behind in life is a little dramatic, but the reality is that the computer age is here. Whether you want to pay for your new jeans with your debit card, or check to see if the library has the book you want, you're going to need some computer skills.

The development of flexible, inquiring minds has rarely been the main concern in the design of educational systems. After all, if you have **over thirty inquiring minds and only one teacher**, flexibility could be a problem. It seems that developing students' proper social behaviour has always exceeded the concern to develop students' creativity. Computer technology can make individualized attention a real possibility. At the Institute for the Learning Sciences, systems are being developed to allow people to try out things in simulated worlds. This technology will allow for the individual creative growth in students.

The Web will provide amazing opportunities for the education of our society. Anyone with a phone line and a computer has access to unlimited amounts of knowledge and programs designed to help them learn and understand. The teachers and parents involved with these programs will be given the job of making sure that students lead well-balanced lives that combine Web-based education and positive social interaction with their friends and neighbours. Imagine your recreation room has now become your classroom, and your parents seem to be doing as much homework as you are! So, be prepared as the virtual classroom may find its way to a computer screen near you!

1. What is the author's overall attitude towards a virtual classroom?
   A. He is enthusiastic. B. He is skeptical.
   C. He is indifferent. D. He is disapproving.

2. Why are people attracted to online education?
   A. Because it is cheap and flexible.
   B. Because it is fashionable and new.
   C. Because it is powerful and easy.
   D. Because it is unlimited and fast.

3. What do the advocates of online education maintain?
   A. It increases students' social skills.
   B. It develops computer skills.
   C. It complements education at home.
   D. It will boost students' creativity.

4. What do the opponents of online education maintain?
   A. The virtual classroom will result in dramatic changes.
   B. The virtual classroom will place a burden on students.
   C. Students' academic performance will suffer.
   D. Students cannot ignore the reality of the computer age.

5. Why does the author mention "over thirty inquiring minds and only one teacher" (paragraph 4)?
   A. To prove that inquiring minds have been the main concern of the educational system.

B. To prove that teachers overestimate the value of students' social behaviour.

C. To prove that individualized attention is hardly possible in a traditional classroom.

D. To prove that teachers feel no special concern for developing students' flexibility.

6. What role are parents supposed to play in the web-based education of society?

A. They will have to do home assignments together with their kids.

B. They will have to balance social activities and learning of their kids.

C. They will have to control the virtual and real-life activities of their kids.

D. They will have to help their kids get access to the virtual classroom.

GLOSSARY

- **virtual classroom** phòng học ảo
- **Civil Engineering** ngành kĩ sư công trình
- **to click oneself a degree** kích chuột để nhận bằng đại học
- **to be on the right track** đi đúng hướng
- **flexibility** sự mềm dẻo, tính linh động/ uyển chuyển – **flexible** (adj)
- **at one's own pace** theo tốc độ của riêng mình
- **to isolate sb from sb** cách li ai với ai
- **interpersonal relationships** các mối quan hệ giữa người với người
- **to hang out** la cà nơi này nơi nọ
- **computer literate** (adj) biết sử dụng máy tính
- **undue** (adj) không đáng có
- **inquiring** (adj) tò mò, ham hiểu biết
- **to exceed** vượt quá
- **creativity** tính/ óc sáng tạo
- **individualized attention** sự chú ý dành cho từng cá nhân
- **simulated** (adj) mô phỏng, giả lập
- **well-balanced** (adj) cân đối, quân bình
- **interaction with** sự tương tác với
- **recreation** sự giải trí
- **to boost** đẩy mạnh
- **burden** gánh nặng

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YOUTH REVIEW

New statistics show that, as schools in Britain prepare to break up for the holidays, over one million teenagers could be wandering the streets because there is nowhere else to go. The year-long enquiry consulted 16,000 UK teenagers and recommends radical action to transform their lives, including a "youth hub" in every community to tackle anti-social behaviour and crime.

The Review, undertaken by children's charity *4Children* and supported by Nestlé, comes at a time of unprecedented debate about the welfare of young people in the UK – with statistics demonstrating worrying trends in all aspects of teenagers' lives from risky behaviour to youth-on-youth violence and anti-social behaviour. Researchers spent 12 months touring each region of the country and consulting over 16,000 teenagers of all ages to find out what life is truly like for young people today in the UK and how they themselves believe that improvements can be made. Publicising the report today, pop star and youth icon Lily Allen said: "I want to see a new start for teenagers in communities where they have nothing to do, nowhere to go and nowhere to call their own. The Youth Review has consulted 16,000 teenagers across the country and their message was clear: they said to give young people more of a stake in communities and give us more opportunities. The number of teenagers who go off the rails is a problem for us all and instead of helping them only after they're in crisis we need to stop them getting into trouble in the first place."

The enquiry discovered:

- Young people were fearful for their own safety, with 60% of young people in deprived areas becoming victims of crime in their community.
- 80% of young people said they had nowhere to go and nothing to do outside school and hung around on the streets as a result.
- 70% of teenagers said that, in their opinion, young people got involved in anti-social behaviour because they were bored.
- More than 70% of 11-16 year olds said that they have witnessed anti-social behaviour over the last year, whilst 12% of young people belong to a gang.
- 62% said that they did not know where to go to get help or information if they needed it.
- Youth crime costs up to £13 billion per year compared to £1.6 billion spent by government on positive prevention and youth programmes. It costs £35,000 to put a young person in a detention centre for a year.

The Review is calling for an urgent transformation of support for teenagers. It recommends a programme of government investment and action to provide positive opportunities for all young people, with early support and intervention for troubled teenagers to prevent difficulties escalating.

The key recommendations are:

- A Youth Centre in every community providing dedicated spaces for young people to meet, as well as access to music, creative arts, sports, classes and specialist intervention and support for teenagers in difficulty.
- Mobile Intervention Teams to work in areas of high deprivation and unrest – offering teenagers specialist and positive support.

- Action on bullying and a new Victim Support scheme for young people who have been the victims of crime.
- Young Mayors elected in every area to give teenagers representation and a say in their community.
- Free public transport and leisure for all young people under 18 to ensure access for all.

Oona King, Chair of the Review said: "Growing up can be tough and we are simply not doing enough to help the next generation to flourish. On average we spend 17p for each young person per day on youth services and this has to change. Young people need to be a part of our communities otherwise we spend billions dealing with the consequences of anti-social behaviour, crime and violence."

1. The Youth Review was carried out by ______
   A. the Government.
   B. young people.
   C. a charity, with support from the Government.
   D. a charity, with support from a company.

2. According to Lily Allen, the main message from young people is ____
   A. they want more opportunities.
   B. they don't want to get into trouble.
   C. they don't need more things to do.
   D. they don't agree that there is a crisis.

3. What is the main cause of anti-social behaviour, according to young people?
   A. Boredom.
   B. Gangs.
   C. A lack of information.
   D. A lack of detention centres.

4. What would the Youth Centres recommended by the report offer to young people?
   A. Help with their problems.
   B. A place to meet.
   C. A place to learn.
   D. *All of A-C.*

5. What would be the purpose of electing Young Mayors, according to the text?
   A. It would help teach young people how the political system works.
   B. It would allow laws to be passed giving young people free public transport.

C. It would give young people a voice in the community.

D. It would make young people think more seriously about the issues that affect them.

6. Choose the best summary of the report's conclusions.

A. The Government needs to provide more money so that teenagers are less bored and more involved in their communities.

B. Most teenagers are valuable members of the community, but the Government needs to focus on the small minority who become involved in crime.

C. There are enough recreational facilities for young people, but more money needs to be spent on dealing with the consequences of teenage crime.

D. Although we spend a lot of money for youth development, there is still too much anti-social behaviour, crime and violence among teeangers.

GLOSSARY

- **youth review** sự đánh giá lại giới trẻ
- **to break up for the holidays** (trường) đóng cửa nghỉ hè
- **enquiry** cuộc điều tra
- **to consult sb** tham khảo, hỏi ý kiến ai
- **radical** (adj) cấp tiến, triệt để
- **to transform** cải tạo, chuyển hóa, biến đổi
- **youth hub** trung tâm sinh hoạt thanh niên
- **to tackle** xử lí, giải quyết
- **anti-social behaviour** hành vi chống lại xã hội
- **to undertake sth** đảm đương, gánh vác
- **charity** hội từ thiện
- **unprecedented** (adj) chưa từng có trước đây
- **debate** cuộc tranh cãi
- **welfare** sự hạnh phúc, cảnh sống yên vui
- **trend** xu thế, xu hướng
- **risky** (adj) nguy hiểm
- **to tour an area** đi khắp một khu vực
- **to publicise** công bố
- **youth icon** biểu tượng của tuổi trẻ
- **stake** phần chia, phần được hưởng, cổ tức
- **to go off the rails** bắt đầu có hành vi ngang bướng/ lệch lạc
- **crisis** cơn khủng hoảng
- **deprived** (adj) nghèo khổ
- **to hang around** lang thang, lảng vảng, thơ thẩn
- **gang** băng đảng
- **detention centre** trung tâm tạm giam
- **investment** sự đầu tư
- **intervention** sự can thiệp
- **troubled** (adj) đang gặp rắc rối
- **to escalate** leo thang, tăng mạnh
- **dedicated** (adj) dành riêng
- **deprivation** sự nghèo khổ
- **unrest** sự bất ổn
- **bullying** sự bắt nạt trẻ nhỏ hơn
- **mayor** thị trưởng
- **to give sb representation and a say** đem lại sự đại diện và tiếng nói cho ai
- **tough** (adj) khó khăn, gian khổ
- **to flourish** trở nên phát đạt, thịnh vượng

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In Egyptian myth, Apophis was the ancient spirit of evil and destruction. So it seemed a fitting name for a 390-metre wide asteroid that is potentially on a collision course with our planet. NASA has estimated that an impact from Apophis, which has an outside chance of hitting the Earth in 2036, would release more than 100,000 times the energy released in the nuclear blast over Hiroshima. Thousands of square kilometres would be directly affected by the blast but the whole of the Earth would see the effects of the dust released into the atmosphere.

Apophis had been intermittently tracked since its discovery in June 2004 but, in December, it started causing serious concern. Projecting the orbit of the asteroid into the future, astronomers calculated that the odds of it hitting the Earth were alarming. As more observations came in, the odds got higher. The asteroid was placed at four out of ten on the Torino scale – a measure of the threat posed by a near-Earth object, where ten is a certain collision. This was the highest of any asteroid in recorded history.

Alan Fitzsimmons, an astronomer from Queen's University Belfast, said: "When it does pass close to us in April 2029, the Earth will deflect it and change its orbit. There's a small possibility that if it passes through a particular point in space, the so-called keyhole, the Earth's gravity will change things so that when it comes back around again in 2036, it will collide with us." The chance of Apophis passing through the keyhole, a 600-metre patch of space, is 1 in 5,500 based on current information.

There is no shortage of ideas on how to deflect the asteroid. No technology has been left unconsidered; even potentially dangerous ideas such as nuclear powered spacecraft. The favoured method is also potentially the easiest – throwing a spacecraft at the asteroid to change its direction. One idea that seems to have no support from astronomers is the use of explosives. The next opportunity for radar observations of Apophis will not be until 2013. NASA has argued that a final decision whether or not to go ahead with a full-blown mitigation mission will have to be made at that stage. In 2029, astronomers will know for sure if Apophis will pose a threat in 2036 but if the worst-case scenarios turn out to be true and the Earth is not prepared, it will be too late to do anything.

1. Apophis ______
   A. has the potential to destroy the whole of the Earth.
   B. may cause damage comparable to that of a nuclear bomb.

C. is larger than any asteroid recorded by NASA so far.
D. has been given a name reflecting its ominous nature.

2. When Apophis was discovered, scientists ______
A. took some time to calculate its orbit.
B. immediately realised how dangerous it was.
C. decided they would never let it out of sight.
D. invented a scale to measure the threat it posed.

3. According to Professor Alan Fitzsimmons ______
A. it's probable Apophis won't come near the Earth in 2029.
B. passing through the keyhole may prove to be a decisive factor.
C. in 2029, the asteroid may change the Earth's gravity.
D. the chance of Apophis hitting the Earth is 1 in 5,500.

4. Scientists believe that ______
A. we have no effective technology now to solve the problem.
B. the best way to deal with the asteroid would be to blow it up.
C. a controlled collision could stop Apophis from hitting the Earth.
D. the last moment to send a mitigation mission will be 2029.

GLOSSARY

- **myth** chuyện thần thoại
- **spirit of evil and destruction** bóng ma của sự độc ác và hủy diệt
- **fitting** (adj) thích hợp
- **asteroid** tiểu hành tinh
- **collision** sự va chạm, sự đâm sầm vào
- **impact** sự va đập mạnh
- **nuclear blast** vụ nổ hạt nhân
- **intermittently** (adv) thỉnh thoảng, chốc chốc
- **to track** theo dõi, lần theo dấu vết
- **to project** lường đoán, tính toán, ước chừng
- **odds** khả năng xảy ra
- **alarming** (adj) đáng báo động, đáng sợ
- **to pose a threat** làm hiển hiện một mối đe dọa
- **the Torino scale** thang cấp độ Torino
- **to deflect sth** làm cái gì đổi hướng bay
- **so-called** (adj) được gọi là
- **keyhole** lỗ khóa
- **to collide with** va chạm với
- **patch** mảng, đám, khoảng
- **explosive** chất nổ, bom, mìn
- **to go ahead with** tiếp tục thi hành, tiến hành
- **full-blown** (adj) phát triển đầy đủ, toàn diện
- **mitigation** sự làm giảm bớt độ nguy hại
- **mission** sứ mệnh, nhiệm vụ
- **worst-case scenario** kịch bản xấu nhất
- **ominous** (adj) báo điềm xấu

The world of online gaming is a growing phenomenon with millions of young men and women around the globe logging on to join in role-play games which allow them to interact with other players. *EverQuest* and *World of Warcraft* are two of the biggest online games. Seven million people subscribe to *World of Warcraft* and join a virtual world of *Lord of the Rings* type characters.

However, a study of 7,000 online computer gamers has revealed that one in nine were displaying the same signs of addiction as gamblers and drug users. The subjects, mostly male and with an average age of 21, were asked to fill out two questionnaires. The addictive signs they displayed included withdrawal symptoms such as depression and craving, loss of control and neglect of other activities. The results will prove alarming for parents whose children spend hours on the computer. *EverQuest*, a fantasy game in which players populate a virtual mystical world of dragons and wizards has proved to be particularly addictive, and has been blamed for marriage break-ups, child-neglect and even an obsessive player's suicide. An EverQuest widows' support group has been set up for people who never see their partners because they are always playing the game.

The study is the work of Professor Mark Griffiths, director of the International Gaming Research Unit at Nottingham Trent University, in the UK. "Addicted" gamers were compared to the remaining "normal" players and it was found that they played for much longer periods and were "significantly" more likely to report withdrawal symptoms. Last night Prof Griffiths said it was a largely adult phenomenon because most online gaming sites require a credit card subscription. (Fees are typically about £8 a month.) The average age of an online gamer is 29 to 30. However, he did find that some teenagers were playing, after parents subscribed to the sites. About 20 per cent of players are women, drawn by the social and co-operative element of the games.

"Although I think genuine addiction is fairly low, the thing about online gaming is that the game never stops," said Prof Griffiths, "With a stand-alone game, you can switch it off and come back the next day, but with an online game it's very difficult to log off when you know half the world has just logged on. Many gamers play excessively and display few negative effects. There is nothing wrong in itself with doing something excessively, and unlike gambling, gaming has little or no financial consequence. However, the 24-hour a day never-ending online games may provide a potentially addictive medium for those with a predisposition for excessive game playing."

In other parts of the world, such games have come in for much greater criticism. In China a girl died after playing *World of Warcraft* for three days with barely a break, and a woman in the USA blamed a game for the death of her 21-year-old son, who had a history of mental health problems, and shot himself while still sitting at his computer. In these countries a whole host of special treatments and clinics are available which claim to hold a cure for the compulsive gamer. In South Korea, the authorities have become so concerned by the numbers of young people spending too much time on computers that the government launched a nationwide addiction hotline to help combat the problem.

GAMING FORUM

Kevin, *Liverpool*

I used to play games every day, but last month I deleted every game on my computer and cancelled my subscription to *Warcraft*. The problem is that you get totally immersed in the games and become oblivious to the real world. What have you achieved after 11 hours in a virtual world? You might have developed your virtual character, fought a battle, killed a few dragons, but such achievements are illusory – when you return to the real world you're at exactly the same point as when you started.

Martin, *Cardiff*

I started playing *EverQuest* five years ago, and for the next two years the game dominated my life. But they were wonderful years and I have no regrets. I had the most amazing experiences and made loads of friends through the game. OK, so it's escapism, but how is it any different from watching TV? I know people who spend seven or eight hours a day watching TV but no one ever suggests they have a serious addiction.

1. A study has shown that ______
   A. some of the players of online games gamble and take drugs.
   B. 11% of players are addicted to online games.
   C. people who play online games are depressed.
   D. 7,000 players showed signs of addiction.

2. According to the study ______
   A. it is mostly children who experience addiction problems.
   B. gaming sites are too expensive for most people.
   C. the majority of gamers were adults.
   D. very few gamers are over 30.

3. The main problem with online games is ______
   A. not enough women play them.
   B. too many people log on at the same time.
   C. it's impossible to switch off the computer while the game is in progress.
   D. people find it difficult to stop playing because the game never ends.

4. Online games are particularly dangerous for ______
   A. people who may be predisposed to spending too much time playing.
   B. everyone who plays too much.
   C. people who don't have much money.
   D people who don't understand the financial consequences of playing.

5. In some countries ______
   A. compulsive gamers have to attend special clinics.
   B. compulsive gamers can be cured of their addiction.
   C. help is given to compulsive gamers.
   D. people are much less critical of online games.

6. Which sentence best sums up the conclusion of the study?
   A. Online games are essentially harmless.
   B. Everyone who plays too much will eventually become addicted.
   C. Online games should be banned.
   D. Online games are dangerous for a minority of people who play excessively.

7. Kevin from Liverpool ______
   A. stopped playing online games because he had a problem with his computer.
   B. thinks that players can't tell the difference between virtual worlds and real world.
   C. thinks that you gain nothing from online games.
   D. thinks that fighting battles and killing dragons are great achievements.

8. Martin from Cardiff ______
   A. thinks that playing online games is no worse than watching TV.
   B. thinks that people who watch a lot of TV also have a serious addiction.
   C. has been playing online games for five years.
   D. wishes he could play EverQuest again.

GLOSSARY

- **phenomenon** hiện tượng
- **to log on** đăng nhập
- **role-play game** game nhập vai
- **to interact with** tương tác với
- **subject** chủ thể
- **questionnaire** bản câu hỏi/ thẩm vấn lục
- **addictive** (adj) gây nghiện, chứng tỏ đang nghiện
- **withdrawal symptom** triệu chứng lên cơn nghiền khi phải cai nghiện
- **depression** sự trầm cảm
- **craving** sự thèm khát
- **neglect** sự bỏ bê, chểnh mảng
- **to populate** cung cấp dân cho/ đem người đến ở 1 vùng
- **mystical** (adj) đầy bí hiểm
- **wizard** phù thủy, thuật sĩ
- **marriage break-up** sự tan vỡ hôn nhân
- **child-neglect** sự bỏ bê con cái
- **obsessive** (adj) như bị ám ảnh
- **suicide** sự tự sát
- **partner** người vợ/ chồng
- **gamer** game thủ
- **gaming site** trang mạng chơi game
- **credit card subscription** sự đăng kí bằng thẻ tín dụng
- **to be drawn by** bị hấp dẫn bởi
- **stand-alone game** game độc lập/ game chơi một mình
- **to switch sth off** tắt cái gì đi
- **to log off** đăng xuất, thoát ra khỏi mạng
- **excessively** (adv) một cách thái quá
- **medium** phương tiện
- **predisposition** xu hướng thiên về
- **to come in for criticism** bị chỉ trích
- **break** quãng nghỉ giải lao
- **to shoot oneself** tự sát bằng súng
- **a host of sth** một số rất đông cái gì
- **clinic** bệnh viện
- **compulsive** (adj) quá ham mê, mê đắm
- **hotline** đường dây nóng
- **to combat** chiến đấu chống lại
- **to be immersed in sth** đắm mình vào, mê mải với
- **oblivious to** (adj) quên hết, không còn nhớ gì đến
- **illusory** (adj) mang tính ảo tưởng
- **escapism** sự thoát li thực tế, sự chạy trốn thực tại

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Twenty-five years after they were invented as a form of computer-geek shorthand, emoticons are now everywhere. The smiling, winking and frowning faces that inhabit the computer keyboard have evolved into a quasi-accepted form of punctuation. These sweet hieroglyphs have conquered both the young and the old, as our daily communication relies more and more on text rather than the spoken word. There was a time when emoticons seemed naïvely youthful. Yet nowadays, applied appropriately, emoticons can no longer be dismissed as juvenile. They come in handy in many adult social interactions, and help avoid serious miscommunications.

Psychologists say it is only natural. People instinctively look for signals of intimacy in the human face. This results from countless generations of evolution, during which people relied on these signs as life-or-death signals to survive. When infants are given a series of geometrical patterns, their eyes will naturally be drawn to those that seem to represent a face.

Faced with the absence of facial expressions in e-communications we should make up for it by composing e-mails that make it clear through our language that we are being cheerful, but that, of course, happens only in the ideal world. And so we've turned to emoticons. At first glance it seemed that only the younger generation took to the little faces. But in fact, in a recent emoticon survey of 40,000 users of Yahoo Messenger, 52 percent of the respondents were older than 30. Among those, 55 per cent said they use emoticons every day. 82 percent considered women more likely to use emoticons. But for men, who have a hard time using terms of tenderness, emoticons can be very helpful in conveying affection.

Emoticons have now entered even the most serious areas of life. One military veteran says that he uses plenty of emoticons in his communications even with admirals at the Pentagon, where they provide a certain cover for high-ranking leaders to comment on sensitive matters. "A wink says quite a lot," he says. "It could be a thousand different things – but I know what it means. It's a kind of code." Also on Wall Street, businessmen will use the term 'QQ' (from an emoticon symbolising crying eyes) in conversation as a sarcastic way of saying "boo hoo".

Supposedly, it all started in 1982. Scott Fahlman, a professor of computer science, was linked to an electronic university bulletin board where computer enthusiasts posted their opinions. In one note a joke about elevators was misinterpreted by some as a safety warning. So Fahlman suggested using **:-)** as a way to indicate jokes and **:-(** for serious remarks. Fahlman's "joke markers" spread quickly and within a month or so techies at Xerox were circulating a list of strikingly sophisticated new emoticons. He never received a trademark for his invention, and never made a dime from it. Before long, emoticons had accomplished what Esperanto never could, a universal lingua franca.

1. In the past, emoticons were ______
   A. perceived as rather childish.
   B. used instead of punctuation.
   C. causing some misunderstandings.
   D. only smiling, winking and frowning.

2. The use of pictures representing the human face ______
   A. helped people to survive in the past.
   B. makes our e-mails more cheerful.
   C. is spreading among the older generation.
   D. is hard for men who are not affectionate.

3. Which of these sentences is true?
   A. The Pentagon leaders refuse to comment on their use of emoticons.

B. In military communication emoticons can have special meanings.
C. Wall Street businessmen especially like the crying emoticon.
D. "QQ" is a special Wall Street code emoticon.

4. Professor Fahlman ______
A. came up with the smiling emoticon because he liked jokes.
B. used his connections to spread the idea of emoticons.
C. first came up with the idea of using the smiling emoticon.
D. was a huge fan of the idea of a lingua franca and Esperanto.

GLOSSARY

- **computer-geek** người mê máy tính
- **shorthand** lối viết tốc kí
- **emoticon** biểu tượng cảm xúc
- **to wink** nháy mắt ra hiệu
- **to frown** cau mày
- **to evolve into** tiến hóa thành ra
- **a quasi-accepted** (adj) tạm chấp nhận
- **form of punctuation** dạng chấm câu
- **hieroglyph** chữ tượng hình
- **to conquer** chinh phục
- **naïvely** (adv) một cách ngây ngô
- **juvenile** (adj) thuộc về lứa tuổi thanh thiếu niên
- **to come in handy** tỏ ra rất tiện lợi
- **social interactions** giao tiếp xã hội
- **miscommunications** sự hiểu lầm trong giao tiếp
- **psychologist** nhà tâm lí học
- **instinctively** (adv) về mặt bản năng
- **intimacy** sự thân mật, sự gần gũi
- **geometrical pattern** dạng thức hình học
- **facial expression** vẻ mặt
- **e-communications** sự giao tiếp điện tử
- **to make up for sth** bù đắp cho
- **to take to sth** đâm ra thích cái gì
- **respondent** người trả lời cho 1 cuộc thăm dò
- **term of tenderness** từ biểu lộ sự trìu mến
- **affection** sự/ lòng yêu thương
- **military veteran** cựu chiến binh
- **admiral** đô đốc hải quân
- **the Pentagon** Lầu Năm Góc/ Ngũ Giác Đài (trụ sở bộ quốc phòng Mỹ)
- **cover** cái vỏ bọc để ngụy trang
- **high-ranking** (adj) cao cấp
- **to comment on** nhận xét/ bình phẩm về
- **sensitive matters** những vấn đề nhạy cảm
- **wink** cái nheo mắt ra hiệu
- **code** mật mã
- **to symbolise** biểu trưng cho
- **sarcastic** (adj) đầy vẻ mỉa mai
- **boo hoo** tiếng khóc hu hu
- **bulletin board** bản tin
- **enthusiast** người say mê
- **to post** đăng tải, đưa lên mạng
- **elevator** thang máy
- **to misinterpret** lí giải/ cắt nghĩa sai
- **joke marker** biểu tượng đánh dấu câu nói đùa
- **techie** người thành thạo máy móc điện tử
- **to circulate** lưu hành
- **strikingly** (adv) một cách đáng ngạc nhiên
- **sophisticated** (adj) thông minh, khéo léo
- **trademark** thương hiệu
- **dime** đồng 10 xu của Mỹ
- **Esperanto** quốc tế ngữ
- **universal lingua franca** một ngôn ngữ trung gian phổ quát

130 HOW TO BE A GOOD PARENT: A TEENAGER'S GUIDE

Sixteen-year-old Ellie, who lives with her parents, Louise, 38, and Peter, 43, has written a book to tell us what parents of teenagers are doing wrong.

All adults think teenagers are a nightmare. According to them, we're moody, argumentative, rude and disruptive. But have any adults ever stopped to think that perhaps they are responsible for the unpredictable and confusing way we behave?

Take me, for instance. I may be a teenage nightmare, but this is all to do with my parents, not me. With my mother, I stamp my feet, storm out of shops in the middle of arguments and moan until I get my own way. Just last week, for example, I persuaded mum to buy me a pair of shoes that she had said I couldn't have. But my father, on the other hand, turns me into a shining example of teenage perfection. I do as he asks, I don't answer back and I happily accept that no means no.

My parents have very different parenting styles. While my dad brings out the best in me, by being calm and reasonable and treating me like an adult, my mum, like so many other parents of teenagers, inadvertently makes me want to rebel by being combative and speaking to me as though I'm still a child. Last summer, after yet another row in a shop with my mother, I decided to start writing down the way I felt about things.

A few more rows later and I'd written more than 10,000 words of advice for parents.

In December, having contacted various publishers, I signed a book deal. My parenting book, *How Teenagers Think*, is going to be published next year, the first of its type actually written by a teenager. Much of my book is based on my own experiences, but I've also interviewed my friends about their parents. Surprisingly, we all share similar views on what our parents are doing wrong. And it usually comes down to the fact that our parents care too much about us and don't want to let us grow up. For example, mum drove me crazy a few weeks ago when she kept worrying I'd broken my neck after I fell off my bike. Yes, my neck hurt, but I'd been to the doctor and he'd told me I was fine, so why did she want to take me to hospital?

Instead of fussing around their teenagers like we're small children, parents could be using our desire to feel grown-up to their advantage. If we're behaving badly, why not tell us straight out that we don't deserve to be treated like an adult? Then we'll try to earn your respect. And why not reward us when we do behave maturely? Recently, I wanted to take a train to Portsmouth to see a friend – a journey I'd done with mum before. Dad was fine with the idea of me going alone, but it took weeks of arguments before mum agreed. Why was it such a big deal?

Parents need to learn to trust teenagers. And when parents are worried about us, there is no point becoming angry – that just makes things worse. A few months ago, mum lost her temper when I told my parents I'd been receiving e-mails from a stranger I'd met in a chatroom. She instantly banned me from using the Internet and we ended up having a huge row. But I'm not stupid. Most teenagers know talking to strangers online is not a good idea, so I'd told them what was happening – I don't want to get abducted, just as much as they don't want me to. So why be angry with me, mum? It makes me not want to confide in you. Surely it's better for me to feel you won't be angry, so I can talk to you?

Many of my friends feel the same way. They end up not telling their parents what they're up to because they'll be cross. Everyone I interviewed for my book loved the idea of being really close to their parents. Despite the way we behave, we all want close relationships with our parents. We also all know deep down that our parents usually do know best. But part of being a teenager is feeling free to take steps down new paths and learning from our own mistakes. Our parents have to unwrap the cotton wool they place around us and let us get on with what is just a natural phase of life.

1. What happened when Ellie wanted a new pair of shoes?
   A. She asked her father nicely and he said yes.
   B. Her mum said no, then changed her mind.
   C. Ellie just went out and bought them.
   D. Her mum said she couldn't buy them so she didn't.

2. Why does Ellie always obey her father?
   A. Because he sets a good example of how to behave.
   B. Because he always gives her what she wants.
   C. Because he is very strict.
   D. Because he doesn't get cross and talks in a reasonable way.

3. Ellie's ideas about parenting ______
   A. are shared by many people of her own age.
   B. are unusual for a teenager.
   C. come from a book called *How Teenagers Think*.
   D. have surprised many of her friends.

4. Teenagers would respect parents more if ______
   A. parents didn't argue with them.
   B. parents told them more often that they didn't deserve to be treated like adults.

C. parents rewarded them more often.
D. they didn't treat them like little children.

5. How does Ellie react to her mum's lack of trust?
A. It makes her feel stupid.
B. It makes her tell her mum exactly what is happening in her life.
C. It makes her not want to talk about herself to her mum.
D. It makes her think her mum is stupid.

6. Which sentence best summarises the main idea?
A. Fathers are much better at dealing with teenagers than mothers because they understand them better.
B. If parents trusted teenagers more and were less controlling, then they would get on much better with them.
C. It's best not to tell your parents what you are doing because they will either get angry or worried.
D. Adults have a poor opinion of teenagers, but they often behave badly themselves and set a bad example for their children.

GLOSSARY

- **nightmare** cơn ác mộng
- **moody** (adj) tính khí thay đổi thất thường
- **argumentative** (adj) hay tranh cãi
- **disruptive** (adj) hay phá rối
- **confusing** (adj) gây rối trí, gây hoang mang
- **to stamp one's feet** dậm chân
- **to storm out of** hùng hổ chạy ra khỏi, bỏ đi ra với vẻ tức giận
- **to moan** rên rỉ
- **a shining example** một tấm gương sáng
- **perfection** sự hoàn hảo
- **to answer back** cãi lại
- **parenting style** lối làm cha mẹ
- **inadvertently** (adv) vô tình, không cố ý
- **to rebel** nổi loạn
- **combative** (adj) sẵn sàng gây hấn
- **row** cuộc cãi vã
- **to sign a book deal** kí một hợp đồng xuất bản sách
- **it comes down to the fact that...** chung qui lại là...
- **to drive sb crazy** khiến ai muốn phát điên lên
- **to fuss around** làm rùm beng lên về, làm rối tung lên vì
- **to use sth to one's advantage** lợi dụng cái gì
- **straight out** (adv) ngay lập tức
- **to earn sb's respect** giành được lòng kính trọng của ai
- **maturely** (adv) một cách chín chắn/ trưởng thành
- **a big deal** chuyện to tát, chuyện quan trọng
- **to lose one's temper** nổi cáu
- **chatroom** phòng chat trên mạng
- **to get abducted** bị bắt cóc
- **to confide in sb** tâm sự/ thổ lộ chuyện riêng tư với ai
- **to end up doing sth** rốt cuộc lại làm gì
- **to be up to sth** âm mưu/ đang toan tính điều gì
- **cross** (adj) gắt gỏng, bực bội
- **to unwrap the cotton wool** ngưng ngay sự bảo bọc con cái quá trớn
- **phase** giai đoạn, thời kì

131 ORGANIC FOOD: WHY?

A recent NOP* poll found that 82 per cent of UK consumers want a return to traditional farming, even if it means paying more for food. Today, many sins are laid of the feet of conventional farming. BSE, foot-and-mouth, pollution, obesity and the disappearance of sparrows have all been blamed on modern agriculture. And governments across Europe are keen to show they care. They are increasingly keen to be seen as promoting not conventional farming methods, but the new-age version: organic. Europe is now the biggest market for organic food in the world, expanding by 25 per cent a year over the past 10 years. The German agriculture minister wants to make 20 per cent of German agriculture organic by 2010, and Denmark's agriculture minister is herself an organic farmer.

Organic farming is often claimed to be safer than conventional farming – for the environment, for our children and for us. Yet after lengthy and ongoing research worldwide, science continues to reject this claim. The UK's cross-party House of Commons committee on agriculture announced that, despite exhaustive investigation, it had failed to find any scientific evidence to prove "that any of the many claims made for organic farming are always and invariably true".

The notion that organic food is safer than "normal" food is contradicted by the fact that many of our most common foods are full of natural toxins. Yet educated Europeans are more scared of eating traces of a few, strictly regulated, man-made chemicals than they are of eating the ones that nature created directly. Why? For most of human history the more artificial and elaborate your diet, the better; when dominating nature was a constant battle, it was a sign of cultured living. The ancient Romans distinguished between foods not as proteins versus carbohydrates, or even meat versus vegetables, but as cultivated versus wild. Farmed animals were a more civilised food than game. Wine and bread, because they were created by man, were symbols of cultured living – only barbarians ate wild plants. Today, Europeans, surrounded by plentiful food, fear not nature, but science. Our obsession with the ethics and safety of what we eat with antibiotics in animals, additives, GM foods, and so on – are symptomatic of a highly technological society that has lost faith in its ability to put technology to a positive end. In this context, the less touched by human hand something is, the more virtue we see in it.

A dominant contemporary fear is that we are wrecking nature. This is the real significance of the NOP poll. It is not a vote of positive support for "traditional" or organic farming – about which most of us are blissfully ignorant – but rather a vote against human intervention in the countryside.

*NOP - National Opinion Polls; a leading market research organisation.

1. According to paragraph one ______
   A. European governments support organic farming.
   B. the reason why British consumers turn organic is obesity.
   C. modern agriculture is responsible for environmental degradation.
   D. the British believe traditional farming could be cheaper.

2. What information does paragraph two provide?
   A. Organic farming is safer for the environment than for people.
   B. No proof has been found that conventional farming is worse than organic.
   C. The committee on agriculture raised objections to organic farming.
   D. The research on organic food was not entirely reliable.

3. What does the author say about the ancient Romans?
   A. They didn't appreciate the meat of wild animals.
   B. They preferred meat to bread and vegetables.
   C. Their diet was healthier than that of modern Europeans.
   D. They introduced the distinction between proteins and carbohydrates.

4. Which of the following is closest to the author's opinion?
   A. Organic food is favoured by those who support modern technology.
   B. In ancient times people couldn't afford organic food.
   C. The British are more organic-oriented than other nations.
   D. Many people don't know much about organic farming.

GLOSSARY

– **organic food** thực phẩm hữu cơ/ thực phẩm sạch
– **sin** tội lỗi
– **BSE** bệnh bò điên
– **foot-and-mouth** bệnh lở mồm long móng
– **obesity** chứng béo phì
– **sparrow** chim sẻ
– **to promote** quảng bá, phát huy
– **agriculture minister** bộ trưởng nông nghiệp
– **to reject** bác bỏ
– **claim** lời tuyên bố
– **cross-party House of Commons committee** ủy ban gồm các thành
– **cultivated** (adj) được nuôi trồng
– **wild** (adj) hoang, dại, ngoài thiên nhiên
– **farmed animal** động vật được chăn nuôi
– **game** thú rừng, thú hoang
– **barbarian** người man rợ, người dã man
– **obsession** mối ám ảnh
– **ethics** đạo đức, luân lí
– **antibiotics** thuốc kháng sinh
– **additive** chất phụ gia
– **GM foods** [genetically modified foods] thực phẩm biến đổi gien
– **symptomatic of** (adj) là triệu chứng của
– **to lose faith in** mất niềm tin vào

viên đến từ nhiều đảng của hạ viện Anh

- **exhaustive** (adj) thấu đáo, toàn diện, không bỏ sót điều gì
- **notion** quan niệm
- **to contradict** nói ngược lại, chứng minh ngược lại
- **toxin** chất độc
- **trace** dấu vết
- **strictly regulated** (adj) được điều tiết chặt chẽ
- **elaborate** (adj) phức tạp, tỉ mỉ, tinh vi
- **to dominate** khống chế, chế ngự
- **cultured living** lối sống có văn hóa
- **versus** (prep) chống lại
- **carbohydrates** thức ăn có chứa hydrat-cácbon
- **In this context** Trong bối cảnh này
- **virtue** phẩm chất cao quí, đức hạnh
- **dominant** (adj) nổi bật, chiếm ưu thế
- **vote** lá phiếu bầu
- **blissfully ignorant about sth** (adj) không biết đến mặt xấu của cái gì
- **intervention** sự can thiệp vào
- **NOP** [National Opinion Polls] Cơ quan Thăm dò Dư luận Quốc gia
- **market research** sự nghiên cứu thị trường
- **degradation** sự thoái hóa
- **to be favoured by** được ủng hộ bởi
- **organic-oriented** (adj) có khuynh hướng thích những thứ hữu cơ

132 THE MAN WHO IS PAID TO BE AN ALIEN

Roo Reynolds has a job at IBM which many people would envy: to spend as much time as possible playing online games like Second Life and Entropia Universe, in which players move and act within a three-dimensional digital world. "I'm bringing the idea of virtual worlds to IBM," said Mr Reynolds, "helping IBM to understand virtual worlds and how we might use them."

Companies like IBM are being forced to take note of these 3D digital worlds which are populated by "avatars", on-screen representations of real people. This is simply because they are becoming so popular. Second Life, which was created by the Internet company Linden Lab, announced at the start of 2007 that it had two million users. The most impressive thing about this statistic is the fact that, only eight weeks earlier, the company had announced a figure of one million users. The speed of growth is astonishing.

And Second Life is not alone. Entropia Universe, created by a company called Mindark, is a virtual world based on the imaginary planet of Calypso. It recently passed the half-million milestone for its population. Many of these new members of the population are young. In addition, Second Life has a 50:50 split of men and women. For these two reasons, advertisers and marketing departments have a very real interest in the virtual populations of Second Life and Entropia Universe. In Second Life, sports manufacturers Adidas and Reebok sell virtual training shoes, Toyota and Nissan sell virtual cars while Starwood Hotels, owner of the Westin and Sheraton chains, test out new hotels without having to build them. Other companies are also taking note. The BBC holds music events on a virtual island. The Reuters news agency now has a permanent reporter who lives in the virtual world of Second Life. Second Life allows people to do what they do in the real world without leaving their chair. People meet, chat, dance and socialise. Residents can also make and sell goods in exchange for the world's currency, the Linden Dollar. This has an exchange rate with the US dollar, so money that you make in Second Life can be transferred to the real world.

But why are virtual worlds suddenly becoming so popular? "I think it was the right time for Second Life," said Dr Jim Purbick, a senior software engineer, and the only full-time employee of Linden Lab. Dr Purbick believes that the increase in the number of broadband users and the ever faster speeds of personal computers are two of the main reasons behind the growth in popularity.

Roo Reynolds believes that the virtual worlds are here to stay, and will become a bigger and bigger part of life. "Nobody believes that experiencing something online is really the same as experiencing it in real life," he says. "However, not everyone can afford to go to major sporting events like the Olympics or the World Cup. Experiencing these events in a virtual world is the next best thing." So Mr Reynolds' job, which involves convincing people of the benefits of Second Life and similar online environments, may not last long. "My job will become unnecessary because everyone will be using it," he says.

1. Why does Roo Reynolds spend a lot of time in online 3D universes?
   A. Because his job is to provide his employer with information about them.
   B. Because he's a software engineer who creates virtual worlds.
   C. Because he's working on a joint project with IBM and Second Life.
   D. Because he's addicted to online games.

2. What is an avatar?
   A. It's a character in Second Life.
   B. It's a real person's equivalent in a digital world.
   C. It's a 3D digital world.
   D. It's an Internet company.

3. The planet Calypso is ______
   A. part of an online game called Mindark.
   B. a real planet scientists have recently discovered.
   C. a place invented by the company Mindark.
   D. a place you can only visit in Second Life.

4. Advertisers are particularly interested in Second Life because ______
   A. most of the users are young men.

B. there are equal numbers of young men and women.
C. the users spend a lot of money online.
D. the creators have marketed it so well.

5. Reuters now have a full-time reporter who ______
A. only reports on stories connected with Second Life.
B. reports on music events in Second Life.
C. tests out new hotels in Second Life.
D. only exists in the virtual world of Second Life.

6. In Second Life you can ______
A. try out new hotels.
B. become a reporter for Reuters.
C. order real goods from real companies.
D. buy virtual goods from companies such as Reebok and Nissan.

7. The money that people make in Second Life ______
A. can be converted into real dollars.
B. can only be used for socialising.
C. can only be exchanged for virtual goods and services.
D. can be transferred to Entropia Universe.

8. According to Dr Purbick, why has there been a sudden growth in the popularity of online digital worlds?
A. Because of an increase in the popularity of science fiction.
B. Because of an improvement in the standard of software.
C. Because of a reduction in the number of people in full-time work.
D. Because of faster Internet connections and computers.

9. Roo Reynolds believes that he will eventually lose his job because ______
A. other people will share their experiences online.
B. people will realise that virtual worlds can never be the same as real experiences.
C. everybody will already know about these virtual worlds.
D. there are no long-term benefits to virtual worlds.

GLOSSARY

- **alien** người ngoài hành tinh
- **to envy** cảm thấy ganh tị
- **a three-dimensional digital world** thế giới kĩ thuật số trong không gian 3 chiều
- **to take note of** lưu ý đến
- **to be populated by** gồm các dân cư là, đông đúc những cư dân là
- **permanent reporter** phóng viên thường trú
- **to socialise** giao lưu kết bạn
- **in exchange for** để đổi lấy
- **currency** đơn vị tiền tệ
- **exchange rate** hối suất, tỉ suất hối đoái
- **to be transferred to** được lưu chuyển

- **avatar** hình ảnh đại diện
- **on-screen representation** hình biểu hiện trên màn hình
- **statistic** con số thống kê
- **imaginary** (adj) tưởng tượng, không có thật
- **milestone** cột mốc, cột cây số
- **a 50:50 split** sự phân chia đồng đều
- **marketing department** bộ phận tiếp thị
- **training shoes** giày tập thể dục
- **chain** chuỗi cửa hàng
- **Reuters news agency** thông tấn xã Reuter

đến

- **senior** (adj) cấp cao
- **full-time employee** nhân viên toàn cơ hữu
- **broadband** [có kết nối] băng thông rộng
- **to be here to stay** trở thành một thực tế đương nhiên/ tồn tại vĩnh viễn
- **the next best thing** điều kế cận với điều tốt đẹp nhất
- **to market** tiếp thị
- **to be converted into** được chuyển đổi thành

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iPODS by IVE

Jonathan Ive was on stage, lovingly taking apart an iBook laptop in front of an audience of fascinated designers. For over an hour, he described its creation, the necessity of every curve, hinge and surface. Then he pointed to a tiny toolset built into the back of the case, a wonderful idea for any service engineer. His attention to detail is amazing, but his talent goes deeper than that.

The 39-year-old vice-president of industrial design is widely regarded as today's most important British designer. From his studio at Apple Computers in California, Ive's team have defined the look of a generation, first with the iBook and iMac, and lately the iPod, whose owners include the Queen, Tony Blair and George Bush.

Beyond Ive's talent, he is famous for his privacy. He rarely gives interviews. His *Who's Who* entry states only that he was born in 1967, and fails to mention he is the father of twins. What is known is that he is thoughtful, brutally honest, passionate and critical of himself. With his family, he leads a simple life in a two-bedroom house in Twin Peaks. His only luxury is his Aston Martin, bought, naturally, because of its looks.

Ive studied industrial design and immediately displayed a great talent. He would find unusual influences for his designs and instinctively turn them into amazingly modern-looking products. For his final-year project, Ive developed an alternative monetary system, a pebble-like object which could be charged up and used instead of cash or credit cards.

In 1990, he worked on projects from toilets to video cassette recorders for a London design company. Asked to design a new bathroom, he bought marine biology books and searched them for influences from nature. Ive joined Apple in 1992 and his first major success, the colourful all-in-one iMac computer, was inspired by the glistening transparency of gumdrops, and was a reaction against the dullness of the beige desktop computers worldwide. Yet his greatest success is the iPod, the MP3 player which has sold millions of units and become a classic. In 2003 he won the Design Museum's designer of the year competition. And he knows better than anyone what we're going to be holding in our hands five years from now.

1. Jonathan Ive ______
   A. used to act in a theatre.
   B. used to be a service engineer.
   C. is amazed by small details.
   D. gives talks for other designers.

2. At present Jonathan Ive ______
   A. designs products which are a sign of our times.
   B. lives and works in Great Britain.
   C. works only for very important people.
   D. creates luxurious designs for Aston Martin.

3. Jonathan Ive ______
   A. expects a lot from himself.
   B. lives a life of luxury in Twin Peaks.
   C. loves giving interviews.
   D. is described in detail in Who's Who.

4. During his studies Ive ______
   A. showed a great talent for making money.
   B. found very uncommon inspirations.
   C. developed only during his last year.
   D. got a credit card and spent a lot of money.

5. When Ive started work, he ______
   A. was a designer of "natural bathrooms".
   B. was immediately searched out by Apple.
   C. hated boring designs of practical things.
   D. made a lot of money selling classic iPods.

GLOSSARY

– **lovingly** (adv) với vẻ trìu mến
– **to take sth apart** tháo rời ra từng mảnh
– **curve** đường cong
– **hinge** bản lề
– **toolset** bộ dụng cụ
– **Tony Blair** [tên cựu thủ tướng Anh]
– **Aston Martin** [tên kiểu xe hơi hạng sang của Anh]
– **final-year project** đề án làm vào năm cuối đại học
– **alternative** (adj) khác ... để thay thế
– **monetary system** hệ thống tiền tệ
– **pebble-like** (adj) giống như viên sỏi

- **George Bush** [tên cựu tổng thống Mỹ]
- **privacy** sự riêng tư
- ***Who's Who*** [tên từ điển danh nhân]
- **entry** mục từ (trong từ điển)
- **thoughtful** (adj) hay suy nghĩ, hay trầm tư
- **brutally honest** (adj) cực kì thành thực
- **passionate** (adj) giàu cảm xúc
- **critical of** (adj) có thái độ phê phán, hay chỉ trích
- **luxury** món đồ xa xỉ/ sang trọng
- **marine biology** ngành sinh học biển
- **all-in-one** (adj) tất cả trong một
- **to be inspired by** được gợi cảm hứng bởi
- **glistening** (adj) lóng lánh
- **transparency** sự trong suốt
- **gumdrop** loại kẹo nhai nhiều màu vị trái cây
- **dullness** sự tẻ nhạt
- **a classic** một tác phẩm mẫu mực/ kinh điển

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Julie Lewis from Oregon, in the United States, is wearing an expensive-looking pair of boots. They are durable yet fashionable. To look at them you would never know that they were made entirely of recycled materials. Julie owns her own shoemaking company and has achieved a long-term ambition to turn waste into something useful. The shoes are made from all sorts of otherwise useless materials, including textile scraps, rubber from tyres, and plastic bags. Julie knows that she cannot solve the world's environmental problems single-handed, but nonetheless she feels she is doing good at a local level.

Recycling has become extremely popular in the US, particularly in recent years when the number of recycling schemes has increased by 500 percent. 65 percent of aluminium cans are recycled plus a quarter of paper and 20 percent of glass. The enthusiasm for re-using materials has come from the realisation that Americans produce far more waste per person than most Europeans; a total of 200 million tons a year. **This** is twice as much per capita as Germany, for example, and it would be enough to fill a line of dustbin lorries stretching eight times around the world.

America even exports its waste. Taiwan buys used paper to make more paper and Japan uses American scrap metal and makes it into new cars, which it then sells back to the US. Two thirds of the remaining waste is buried in landfill sites. Disposal of waste poses a major problem. Landfill sites can cause pollution of water supplies. And as sites fill up, new ones need to be found. Some rubbish is burnt but this pollutes the atmosphere. The obvious answer, then, is to recycle more. Recycling is already big business – Julie Lewis being a perfect example. Her company has already attracted millions of dollars worth of investment. Recycled products are no longer seen as poor quality goods but as desirable alternatives.

A hugely successful scheme has been operating in Palm Beach County since 1988. Rubbish is sorted into different categories. Paper, glass and plastic are sold to recycling firms. Kitchen waste is used to power a generator which supplies electricity to 30,000 houses. Other materials are used to make soil, which is then used for growing fruit and vegetables.

There are of course economic arguments against recycling. It can be expensive to run the schemes. And as Lynn Scarlett, a government adviser from Los Angeles argues, it does not make economic or environmental sense to transport materials for recycling from areas which still have plenty of landfill space.

Manufacturers in Germany are trying to solve the problem at the production stage, mainly by looking at how their goods are packaged. Soap powders are now more concentrated and packed in small containers, toothpaste tubes are sold without boxes and plastic wrapping has been reduced.

In a time when newspapers and TV news bulletins are filled with depressing stories of environmental disasters, it is important to remind people, especially children, that they can make a difference. After all, they can recycle their waste every day of their lives.

1. Julie Lewis has always wanted ______
   A. to run her own business.
   B. to be involved in recycling.
   C. to look fashionable.
   D. to wear expensive shoes.
2. Americans now recycle far more than they used to because ______
   A. they are competing with Germany.
   B. they want to make a profit from recycling.
   C. they need more aluminium.
   D. they produce more rubbish than other countries.
3. What does "this" in paragraph 2 refer to?
   A. the type of rubbish produced
   B. the amount of rubbish produced
   C. Americans' enthusiasm
   D. the re-use of waste materials
4. Of what is Julie Lewis a "perfect example"?
   A. The fact that re-using waste is a money-making activity.
   B. The fact that more rubbish should be burnt.
   C. The fact that women can attract investment.
   D. The fact that recycled products can be of high quality.
5. What does the Palm Beach County scheme involve?
   A. making energy out of waste

B. selling fruit and vegetables for profit
C. producing plastic bottles
D. opening new recycling businesses

6. One of the arguments against recycling is that ______
A. it makes no sense using landfill sites.
B. it damages the environment.
C. no one is interested in running the schemes.
D. it can be uneconomical to ship waste products cross-country.

7. German manufacturers ______
A. are concentrating on improving soap powders.
B. sell toothpaste in boxes instead of tubes.
C. have cut down on packaging.
D. are trying to make goods cheaper.

8. Why is recycling particularly important for children?
A. It encourages them to read newspapers.
B. It shows them that they can do something useful.
C. It is depressing.
D. It is specially planned for them.

GLOSSARY

- **durable** (adj) bền, lâu hỏng
- **otherwise** (adv) xét về mặt khác thì ...
- **textile scrap** vải vụn
- **single-handed** (adj) đơn lẻ, chỉ một mình
- **recycling scheme** đề án tái chế
- **aluminium** nhôm
- **plus** (prep) cộng thêm
- **enthusiasm** lòng nhiệt tình
- **per capita** mỗi đầu người
- **dustbin lorry** xe tải chở rác
- **to stretch** kéo dài đến
- **scrap metal** sắt vụn, sắt phế liệu
- **landfill site** bãi đổ rác
- **to fill up** đầy ắp, hết chỗ
- **alternative** món thay thế
- **county** quận (ở Mỹ)
- **to sort** phân loại, lựa ra
- **category** loại, hạng
- **generator** máy phát điện
- **to make sense** có ý nghĩa
- **to package** đóng gói
- **soap powder** bột giặt
- **concentrated** (adj) được cô đặc lại, có nồng độ cao
- **wrapping** bao bì
- **news bulletin** bản tin
- **depressing** (adj) đáng buồn

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TO BECOME WEALTHY

As a kid, I always wanted to become wealthy. I knew if I could achieve this, I would be able to consider myself successful. At the time, I had no worries and felt my happiness would be based on whether I could fulfill all my needs and wants. My simple philosophy of that time was if I was rich, I would definitely be content with my life.

My father always stressed his belief that happiness includes much more than money. I can remember him lecturing me about how money does not make an individual happy; other things in life such as: health, family, friends, and memorable experiences make a person genuinely happy. At this time in my life, I took what my dad said for granted and did not give any thought to his words. All I could see was the great life my cousins had because they had everything a kid ever dreamed of.

At a young age, I noticed society was extremely materialistic. The media seemed to portray the wealthy as happy people who add value to our society. My opinions did not change; in high school I still sought a career that would eventually yield a high salary. I still felt that the possibility of living life from paycheck to paycheck would automatically translate into my unhappiness. However, things changed when I decided to take an internship in the accounting department for the summer after my second year of college.

Starting the first day on the job in the accounting department, I found myself extremely bored. I was forced to do monotonous work, such as audit eight thousand travel and expense reports for a potential duplicate. In addition, I had to relocate away from friends and family in order to accept the position. I was earning the money I always wanted; however, I noticed that having money to spend when you are by yourself was not satisfying.

I began to think back to what my dad always said. After a few months in the job, I truly realized that money does not bring happiness. A more satisfying experience for me would have been doing an ordinary summer job for far less money. For me to understand that concept, it took an experience as painful as this one. I often contemplated how much money it would take me to do this as my everyday job. I concluded, whatever the salary for this position I would never be capable of fulfilling a happy life and making a career out of this job.

As I looked forward to the summer to draw to a close, I truly comprehended the meaning of my dad's words. Contrary to my prior beliefs, I firmly believe through experience that money cannot make a person happy. The term "wealth" is a broad term, and I believe the key to happiness is to become wealthy in great memories, friends, family, and health. This I believe.

1. In his childhood the narrator's idea of happiness was to ______
   A. get what he wanted.
   B. live an interesting life.
   C. be an influential person.
   D. make other people happy

2. The narrator heard what his father used to say, but did not ______
   A. believe him.
   B. agree with him.
   C. understand him.
   D. think over his words.

3. From his early childhood till he finished school the narrator was convinced that ______
   A. society was extremely unfair.
   B. media added value to society.
   C. money was the only thing that ensured happiness.
   D. the wealthy could not spend money properly.

4. After the second year in the college the narrator decided to ______
   A. start to work.
   B. quit his studies.
   C. change the college.
   D. take a summer course.

5. The narrator's internship proved that ______
   A. it was not a money-making job.
   B. he had chosen the wrong job.
   C. he could not cope with professional tasks.
   D. he had to get rid of his family and friends to keep the position.

6. It became obvious to the narrator that he ______
   A. needed to think of another career.
   B. would like to work only in summer.
   C. would like to have a higher position.
   D. preferred ordinary non-professional work.

7. The summer for the narrator was ______
   A. monotonous and lonely.
   B. dragged out and boring.
   C. dynamic and satisfying.
   D. difficult but inspirational.

GLOSSARY

– **to be content with** (adj) hài lòng với
– **to stress** nhấn mạnh
– **to lecture sb about** lên lớp ai/ giảng giải cho ai về
– **accounting department** bộ phận kế tóan
– **monotonous** (adj) đơn điệu, tẻ nhạt, buồn chán

- **to take sth for granted** xem cái gì là bình thường chẳng đáng quan tâm
- **materialistic** (adj) thiên về vật chất, ham mê vật chất
- **to portray** mô tả
- **to yield** sản sinh ra, mang lại
- **paycheck** chi phiếu trả lương
- **to translate into** hóa ra, hóa thành
- **internship** sự đi thực tập
- **to audit** kiểm tóan; kiểm tra sổ sách
- **duplicate** bản sao
- **to relocate** đổi chỗ ở
- **to contemplate** suy gẫm
- **to draw to a close** sắp kết thúc
- **to comprehend** hiểu
- **to drag out** trôi qua chậm chạp
- **inspirational** (adj) mang lại nhiều cảm hứng

136 SHOULD KIDS BE ABLE TO SURF THE INTERNET?

Dear Editor,

Most public libraries now offer all visitors, kids and adults alike, free access to all sites on the Internet. Just like any powerful tool, limits must be placed on it. After all, not all sites are good for children or appropriate for them. Some are violent. Some, in the name of free speech, say irresponsible things. Others feature incorrect information for research. And many should be labeled "For Adults Only."

In 2000, there were 7.1 million publicly available sites on the Web, with over 200 new adult sites added each day. Couple this figure with the fact that there are roughly 200 million American children under the age 18 with Internet access, and you have a recipe for disaster.

Back in 1967, the American Library Association (ALA) passed a resolution that stated "a person's right to use a library should not be denied ... because of origin, age, background, or views." Some groups argue that this resolution gives children the right to free and total access to the Internet and its unsuitable sites.

This resolution was fine in the past, but it never considered the birth of the Internet. Besides, the ALA isn't a government agency. It has no power to pass laws, and its resolutions are not legally binding.

We must pass real laws that tie U.S. government funds for library computers to the use of software that blocks out offensive material online. If the libraries don't use the software, then they don't get computers.

As a working parent, I can't be with my child every time he turns on the computer. I don't expect libraries to be babysitters. But I do expect them to work with me, not against me, in making sure my child is protected from adult-only and other irresponsible sites.

Sincerely,
Julie Richardson
Redding, California

Dear Editor,

What if, when our nation was pushing west, someone stepped forward at the Mississippi River and said, "Okay, that's far enough!" and we had stopped? We would never know the wonders that lay beyond.

Those who would restrict Internet access are threatening to destroy expansion on a similar scale. Of the nearly 9,000 public libraries in the United States, over 60 percent offer access to the Internet. But this learning tool could be seriously hampered by the increasing number of libraries using software to block access to certain Web sites.

Lawmakers were threatening the democratic mission of libraries by forcing them to use blocking software. This software prevents access to many areas on the Internet, including sites dealing with art, literature, women's health, politics, religion, and free speech.

Public libraries provide information to all, regardless of race, economic background, and age. What if you can't afford a home computer and your only choice is to use one of the library's? If this computer uses blocking software, then you are being denied the access that people with home computers have.

Obviously, we have to protect our kids from disturbing images and vicious predators. But that protection would come in the form of teaching, not preaching. As the American Civil Liberties Union suggests, we should start Drivers' Ed-type courses that show kids how to navigate the roads of the Internet. These classes would teach children to use critical thinking and reasoning skills to distinguish between what's valuable and what's trash. We should give our kids the tools they need to make the right decisions, not make the decisions for them. Let's not kill something before we understand it.

Sincerely yours,
Ali Hershey
Salisbury, Maryland

1. Internet access is available to ______
   A. adults and children in most libraries.
   B. adults only in some libraries.
   C. some visitors in some libraries.
   D. children if they are accompanied by an adult.

2. Which statement is an opinion?
   A. Limits must be placed on Internet sites.
   B. Some public libraries offer free Internet access.
   C. The Internet is a source of information.
   D. Many libraries have computers.

3. The writer believes children should be ______
   A. encouraged to use the Internet freely.
   B. monitored while using the Internet to protect them from inappropriate sites.
   C. prevented from using powerful tools.
   D. exposed to violent and irresponsible Web sites.

4. What right of an American citizen would be violated if the Internet were censored?
   A. the right to vote
   B. the right to bear arms
   C. the right to pursue happiness
   D. the right to free speech

5. According to the first paragraph, libraries must ______
   A. place limits on Internet access.
   B. allow free access to the Internet.
   C. charge children to enter adult Web sites.
   D. not allow any children to "surf the net."

6. Julie Richardson wrote her letter ______
   A. to persuade the government to require inappropriate subjects to be blocked on the Internet.
   B. to ban Internet use in libraries.
   C. to agree with the ALA's 1967 resolution.
   D. to require adult supervision during Internet use.

7. The main idea of Ali Hershey's letter is that blocking software ______
   A. is necessary to protect children.
   B. denies users the right of free speech.
   C. denies users access to some appropriate and important information.
   D. protects children from only violent and disturbing sites.

8. In 1967, ______
   A. many households had Internet access.
   B. the Internet did not exist.
   C. children were not allowed in libraries.
   D. blocking software was popular.

9. What is the term Julie Richardson used that means bad things are bound to happen?
   A. "an accident waiting to happen"
   B. "burning bridges"
   C. "six-to-one, half-dozen to another"
   D. "a recipe for disaster"

10. What does Julie Richardson consider as "unsuitable" for children?
    A. information about body parts
    B. information about violent events
    C. information unsuitable for every family
    D. information about weapons

11. What does Ali Hershey propose instead of blocking software?
    A. joining the American Civil Liberties Union
    B. boycotting the library
    C. restricting Internet access
    D. providing classes to teach children to make responsible decisions

12. Julie Richardson proposes that libraries must use blocking software or they will ______
    A. lose their computers.
    B. forfeit their funding for computers.
    C. close the library.
    D. be breaking the law.

GLOSSARY

- **in the name of free speech** nhân danh tự do ngôn luận
- **to feature sth** trình bày cái gì như là một đặc điểm
- **to label** gán nhãn, đặt tên
- **to couple sth with sth** kết hợp cái gì với cái gì
- **roughly** (adv) khoảng chừng
- **a recipe for disaster** (tình trạng) hội đủ mọi điều kiện để thảm họa xảy ra
- **resolution** nghị quyết
- **to deny sb sth** khước từ không cho ai hưởng cái gì
- **background** hoàn cảnh xuất thân
- **government agency** cơ quan của chính phủ
- **to be legally binding** có tính ràng buộc về mặt pháp lí
- **offensive** (adj) gây khó chịu
- **to push west** tây tiến, di cư ồ ạt về hướng tây
- **expansion** sự bành trướng
- **to hamper** cản trở, gây trở ngại
- **lawmaker** nhà lập pháp
- **democratic** (adj) thuộc về/ có tính dân chủ
- **blocking software** phần mềm để ngăn chặn
- **vicious** (adj) độc ác, thâm độc
- **predator** con thú săn mồi
- **to preach** giảng đạo, thuyết pháp
- **Drivers' Education courses** các khóa học dạy lái xe và luật giao thông ⇒ **Drivers' Ed-type courses** các khóa học tương tự như các khóa dành cho tài xế xe hơi
- **American Civil Liberties Union** Hiệp hội Bảo vệ Các Quyền Tự Do Công dân Mỹ
- **to navigate** tìm đường đi
- **critical thinking** sự suy nghĩ có phê phán
- **reasoning skill** kĩ năng suy luận
- **trash** đồ vô giá trị, rác rưởi
- **to monitor** theo dõi để điều khiển
- **to violate a right** vi phạm một quyền
- **to bear arms** mang vũ khí
- **to pursue happiness** mưu cầu hạnh phúc
- **to charge** đòi ai phải trả tiền, đòi lệ phí
- **to be bound to do sth** chắc chắn sẽ làm gì
- **to boycott** tẩy chay
- **to break a law** phạm một luật

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The word *desertification* was first used in 1949 by the French geographer Andre Aubreville to describe the change in North and equatorial Africa from productive savanna forest, grasslands, and shrublands into unproductive desert. Desertification does not refer to the expansion of existing deserts, but rather to the **degradation** of productive drylands (rangeland or cropland) into less productive desert. Drylands occur on every continent, and are estimated to cover around 40 percent of the earth's surface. In the past, drylands recovered after long droughts and dry periods through shifting agricultural practices, nomadic herding, and so forth. Today, however, pressure on drylands is heightened due to intensive agricultural practices and increasing populations.

Desertification became well known in the 1930's, when parts of the Great Plains in the United States turned into the "Dust Bowl" as a result of drought and poor practices in farming (although the term itself was not used until 1949). The massive erosion during those years has been blamed on inappropriate use of technology (ploughing the prairies), overpopulation in the affected region, and lack of rainfall. Many people believe that the problems related to the Dust Bowl have been solved by resettlement of some of the remaining population, the establishment of National Grasslands and the Soil Conservation Service, government spending and regulation, and the return in most years of "normal rainfall." However, the United Nations reports that Texas and New Mexico are some of the fastest, most severely desertifying areas of the world.

We have lots of names for this problem: droughts and floods, weeds, overgrazing, wildfire, endangered species, and the chronic **downtrodden** state of the agricultural economy (in spite of massive subsidies, enormous technical improvements, and overseas markets). These are problems for that tiny sector of the economy known as agriculture. Although we have separate government agencies in charge of each of the symptoms, these "rural problems" can and do turn into urban problems. According to the U.N.'s Kofi Annan, "drought and desertification threaten the livelihood of over 1 billion people in more than 110 countries around the world." According to the UN Convention to Combat Desertification, "70 percent of the world's drylands (excluding hyper-arid deserts), or some 3.600 million hectares, are degraded."

In 1992, Rhodesian wildlife biologist Allan Savory came to a startling conclusion. Most experts on desertification blame overpopulation, overstocking with livestock, overcutting of trees, poverty, warfare, inadequate technology or education, or shifting cultivation. In West Texas, where Savory was working at the time, none of these causes were present. Rural population was declining, livestock numbers were way down from earlier decades, mesquite trees were **encroaching**, and there was peace. Money, technology, and education were abundant, all land was privately owned, and there was no shifting cultivation. Yet West Texas was desertifying as rapidly as the worst areas of Africa or Asia.

Savory felt that the decision framework that most people use, and in which they are unconsciously trained, is well adapted to treat symptoms, but leaves the causes unaddressed. Savory was forced to conclude that the lack of a holistic decision framework was the fundamental cause of human-induced desertification, in both ancient and modern times.

By 1992, the United Nations Environment Programme had spent US $6 billion treating the symptoms of desertification, with another $450 billion called for. Though some people are skeptical of the U.N's figures for the rate at which productive land is turning into unproductive desert, the reality worldwide is that land deterioration continues to have a serious impact on the quality of people's lives. We owe it to ourselves and to future generations to understand the causes of desertification and loss of biodiversity, and to support the numerous practitioners of cost-effective, successful approaches. More efficient use of existing water resources and control of salinization have proven to be effective tools for improving **arid** lands. New ways are being sought to use surface-water resources such as rainwater harvesting or irrigating with seasonal runoff from adjacent highlands. Further, new methods of finding and tapping groundwater resources are also being pursued, as well as developing more effective ways of irrigating arid and semi-arid lands. Research on the reclamation of deserts is focusing on discovering proper crop rotation to protect the fragile soil, on understanding how sand-fixing plants can be adapted to local environments, and on how grazing lands and water resources can be developed effectively without being overused.

1. What does the passage mainly discuss?
   A. Factors limiting crop production
   B. Desertification
   C. Inappropriate use of technology
   D. Research on desert reclamation

2. The word "downtrodden" in the passage closest in meaning to _____
   A. esteemed B. miserable C. commendable D. urban

3. What is the purpose of paragraph 3?
   A. To explain the significance of drought and desertification in the world

B. To compare effects of desertification in rural and urban areas
C. To describe how the U.N. is combating desertification
D. To persuade people to help stop the spread of desertification

4. The word "degradation" in paragraph 1 is closest in meaning to ______
   A. deterioration
   B. improvement
   C. enhancement
   D. betterment

5. The word "encroaching" in the passage could best be replaced by ______
   A. dispersing
   B. retreating
   C. declining
   D. advancing

6. According to the passage, what did Savory conclude was the primary cause of human-induced desertification?
   A. The effects of global warming
   B. Politicians have not taken the problem seriously enough
   C. A lack of a holistic decision framework
   D. Shifting cultivation trends

7. It can be inferred from paragraph 6 that ______
   A. the problem of desertification may not be as serious as previously thought
   B. not enough money has been spent on treating the symptoms of desertification
   C. desertification is an important global issue that needs cost-effective solutions
   D. the U.N.'s figures regarding desertification are undisputed

8. Which of the following is NOT mentioned as a way of controlling desertification?
   A. More efficient use of water resources
   B. Rainwater harvesting
   C. Increased government funding
   D. Irrigating with seasonal runoff

9. The word "arid" in the last paragraph is closest in meaning to ______
   A. damp B. fertile C. lush D. barren

GLOSSARY

- **desertification** sự sa mạc hóa
- **equatorial** (adj) thuộc/ ở gần xích đạo
- **productive** (adj) sản xuất được ≠ **unproductive** (adj)
- **savanna** đồng cỏ, thảo nguyên
- **shrubland** vùng đất nhiều khóm cây bụi
- **dryland** vùng đất khô (trái với vùng sông/biển)
- **rangeland** = **cropland** đất canh tác
- **the Great Plains** Vùng Đại Bình Nguyên (ở Mỹ)
- **Dust Bowl** [tên gọi vùng đất bị ảnh hưởng của bão bụi thập kỉ 30 ở Mỹ]
- **erosion** sự xói mòn, sự xâm thực
- **inappropriate** (adj) không thích hợp
- **prairy** đồng cỏ
- **resettlement** sự tái định cư
- **desertifying** (adj) đang biến dần thành sa mạc
- **overgrazing** sự chăn thả gia súc nhiều quá mức
- **wildfire** sự cháy rừng/đồng cỏ trên diện rộng
- **chronic** (adj) mãn tính
- **downtrodden** (adj) bị đàn áp, bị áp bức, bị đè nén
- **subsidy** tiền trợ cấp
- **sector** phần
- **livelihood** sự làm ăn sinh sống, kế sinh nhai
- **UN Convention to Combat Desertification** Công Ước Chống Sa Mạc Hóa của Liên Hợp Quốc
- **excluding** (prep) ngoại trừ
- **hyper-arid** (adj) quá khô cằn
- **degraded** (adj) xuống cấp, suy thoái
- **Rhodesian** (adj) thuộc nước Rhodesia ở Nam Phi
- **startling** (adj) đáng giật mình
- **overstocking** sự lưu trữ quá nhiều
- **livestock** gia súc (bò, cừu) chăn nuôi trong nông trại
- **shifting cultivation** sự du canh [lối canh tác theo kiểu đất bạc màu thì bỏ đi nơi khác]
- **mesquite tree** loại cây để đốt lấy than
- **to encroach** lấn dần tới
- **abundant** (adj) nhiều, phong phú
- **unaddressed** (adj) chưa được giải quyết
- **holistic** (adj) có tính chỉnh thể
- **decision framework** một khuôn khổ pháp lí để đưa ra quyết định
- **fundamental** (adj) có tính cơ bản
- **human-induced** (adj) do con người gây ra
- **skeptical of** (adj) tỏ ra hoài nghi
- **practitioner** người thực hành
- **cost-effective** (adj) lợi về kinh tế
- **salinization** sự mặn hóa
- **surface-water resources** các nguồn nước bề mặt
- **rainwater harvesting** sự tích trữ nước mưa
- **seasonal runoff** lượng nước chảy từ chỗ cao đến cho thấp theo mùa
- **adjacent** (adj) ở kế cận
- **highlands** vùng đất cao
- **reclamation** sự thu hồi đất từ sa mạc/ biển
- **crop rotation** sự luân canh
- **fragile** (adj) mong manh, dễ vỡ
- **sand-fixing plant** cây chống cát bay/ cây giữ cát
- **grazing land** đất chăn thả súc vật
- **to overuse** lạm dụng/ sử dụng quá mức

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Alfred Nobel was born in Stockholm on October 21,1833. His father, Immanuel Nobel, was an engineer and inventor who built bridges and buildings in Stockholm. In connection with his construction work Immanuel Nobel also experimented with different techniques for blasting rocks. Alfred's mother, born Andriette Ahlsell, came from a wealthy family. Due to misfortunes in his construction work caused by the loss of some **barges** of building material, Immanuel Nobel was forced into bankruptcy the same year Alfred Nobel was born. In 1837 Immanuel Nobel left Stockholm and his family to start a new career in Finland and in Russia. To support the family, Andriette Nobel started a grocery store which provided a modest income.

Meanwhile, Immanuel Nobel was successful in his new enterprise in St. Petersburg, Russia. He started a mechanical workshop which provided equipment for the Russian army, and he also convinced the Tsar and his generals that naval mines could be used to block enemy naval ships from threatening the city. The naval mines designed by Immanuel Nobel were simple devices consisting of submerged wooden casks filled with gunpowder. Anchored below the surface of the Gulf of Finland, they effectively deterred the British Royal Navy from moving into firing range of St Petersburg during the Crimean War (1853-1856). Immanuel Nobel was also a pioneer in arms manufacture and in designing steam engines.

Successful in his industrial and business ventures, Immanuel Nobel was able, in 1842, to bring his family to St. Petersburg. There, his sons were given a first class education by private teachers. The training included natural sciences, languages and literature. By the age of 17, Alfred Nobel was fluent in Swedish, Russian, French, English and German. His primary interests were in English literature and poetry as well as in chemistry and physics. Alfred's father, who wanted his sons to join his enterprise as engineers, disliked Alfred's interest in poetry and found his son rather **introverted**. In order to **widen Alfred's horizons**, his father sent him abroad for further training in chemical engineering. During a two-year period Alfred Nobel visited Sweden, Germany, France and the United States. In Paris, the city he came to like best, he worked in the private laboratory of Professor T. J. Pelouze, a famous chemist. There he met the young Italian chemist Ascanio Sobrero who, three years earlier, had invented nitroglycerine, a highly explosive liquid. Nitroglycerine was produced by mixing glycerine with sulfuric and nitric acid. It was considered too dangerous to be of any practical use. Although its explosive power greatly exceeded that of gunpowder, the liquid would explode in a very unpredictable manner if subjected to heat and pressure. Alfred Nobel became very interested in nitroglycerine and how it could be put to practical use in construction work. He also realized that the safety problems had to be solved and a method had to be developed for the controlled detonation of nitroglycerine. In the United States he visited John Ericsson, the Swedish-American engineer who had developed the screw propeller for ships. In 1852 Alfred Nobel was asked to come back and work in the family enterprise which was booming because of its deliveries to the Russian army. Together with his father he performed experiments to develop nitroglycerine as a commercially and technically useful explosive.

The market for dynamite and detonating caps grew very rapidly and Alfred Nobel also proved himself to be a very skillful entrepreneur and businessman. By 1865 his factory in Krümmel - near Hamburg, Germany - was exporting nitroglycerine explosives to other countries in Europe, America, and Australia. Over the years he founded factories and laboratories in some 90 different places in more than 20 countries. Although he lived in Paris much of his life, he was constantly traveling. Victor Hugo at one time described him as "Europe's richest vagabond". When he was not traveling or engaging in business activities, Nobel himself worked intensively in his various laboratories, first in Stockholm and later in Germany, Scotland, France, Karlskoga, Sweden, and Italy. He focused on the development of explosives technology as well as other chemical inventions, including such materials as synthetic rubber, leather, and silk. By the time of his death in 1896. he had 355 patents.

Intensive work and travel did not leave much time for a private life. At the age of 43 he was feeling like an old man. At this time he advertised in a newspaper "Wealthy, highly-educated elderly gentleman seeks lady of mature age, **versed** in languages, as secretary and supervisor of household." The most qualified applicant turned out to be an Austrian woman, Countess Bertha Kinsky. After working a very short time for Nobel, she decided to return to Austria to marry Count Arthur von Suttner. In spite of this Alfred Nobel and Bertha von Suttner remained friends and kept writing letters to each other for decades. Over the years Bertha von Suttner became increasingly critical of the arms race. She wrote a famous book, *Lay Down Your Arms* and became a prominent figure in the peace movement.

Alfred Nobel died in San Remo, Italy, on December 10,1896. When his will was opened it came as a surprise that his fortune was to be used for Prizes in Physics, Chemistry, Physiology or Medicine, Literature and Peace. The executors of his will were two young engineers, Ragnar Sohlman and Rudolf Lilljequist. They set about forming the Nobel Foundation as an organization to take care of the financial assets left by Nobel for this purpose and to coordinate the work of the Prize-Awarding Institutions. This was not without its difficulties since the will was contested by relatives and questioned by authorities in various countries.

1. The author's perspective toward Alfred Nobel could best be described as ______
   A. personal B. historical C. critical D. emotional

2. The word "they" in paragraph 2 refer to ______ .
   A. British Royal Navy
   B. steam engines
   C. naval mines
   D. the Tsar and his generals

3. According to the passage, why did Alfred Nobel become a chemist?
   A. His father pushed him in that direction
   B. He wanted to follow in his father's footsteps
   C. He had no other options
   D. He had lost interest in becoming a poet

4. The word "introverted" in the passage is closest in meaning to _____
   A. gregarious B. outgoing C. reserved D. sociable

5. How many patents did Alfred Nobel have by the time of his death?
   A. 355 B. 1896 C. 90 D. 1865

6. Which of the following could best replace the phrase "widen Alfred's horizons" in paragraph 3?
   A. provide Alfred with more experience
   B. show Alfred a beautiful sunset
   C. limit Alfred's exposure to the world
   D. maintain Alfred's current level of knowledge

7. Which of the following is NOT a Nobel Prize category?
   A. Chemistry B. Physics
   C. Literature and Peace D. Psychiatry

8. It can be inferred that Alfred Nobel's most famous invention was ______
   A. nitroglycerine
   B. synthetic silk
   C. the steam engine
   D. dynamite

9. Which of the following words or phrases is LEAST accurate in describing Alfred Nobel?
   A. visionary B. innovative C. prosaic D. altruistic

10. The word "versed" in the passage is closest in meaning to ______
   A. awkward B. accomplished
   C. incompetent D. graceless

11. Where in the passage does the author discuss Alfred Nobel's business life?
   A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 D. Paragraph 4

GLOSSARY

- **to blast** phá nổ, làm nổ tung
- **born** + [tên người] có tên khai sinh là
- **misfortune** điều bất hạnh, sự rủi ro
- **barge** chiếc xà lan
- **building material** vật liệu xây dựng
- **bankruptcy** sự phá sản/ vỡ nợ
- **modest** (adj) khiêm tốn
- **enterprise** công cuộc kinh doanh
- **Tsar** Nga Hoàng
- **naval mine** thủy lôi
- **to block** phong tỏa, chặn đứng
- **submerged** (adj) đặt chìm dưới nước
- **wooden cask** thùng tròn bằng gỗ
- **anchored** (adj) được neo lại
- **Gulf of Finland** Vịnh Phần Lan
- **to deter** ngăn cản, răn đe, làm chùn bước
- **firing range** tầm pháo, tầm đạn có thể bắn tới được
- **venture** cuộc kinh doanh
- **first class** (adj) hạng nhất, thượng hạng, tốt nhất
- **introverted** (adj) sống khép kín, hướng nội
- **chemical engineering** ngành kĩ thuật hóa chất
- **highly explosive** (adj) rất nhạy nổ
- **to exceed** vượt quá
- **unpredictable** (adj) không thể đoán trước được
- **to be subjected to sth** phải chịu, phải nhận lãnh
- **controlled detonation** sự kích nổ có kiểm soát
- **screw propeller** chân vịt của tàu thủy
- **to boom** phát triển rầm rộ, phát đạt
- **dynamite** mìn
- **detonating cap** thiết bị kích nổ
- **entrepreneur** nhà kinh doanh
- **vagabond** kẻ lang thang không nhà
- **to engage in** tham gia vào
- **synthetic** (adj) tổng hợp
- **patent** bằng sáng chế/ bằng phát minh
- **mature** (adj) đã trưởng thành, chín chắn
- **to be versed in** sth thông thạo cái gì
- **supervisor** giám thị
- **Countess** nữ bá tước
- **Count** bá tước
- **arms race** cuộc chạy đua vũ trang
- **prominent** (adj) xuất sắc, xuất chúng
- **physiology** khoa sinh lí học
- **executor** người thi hành, người hành xử (1 quyền)
- **to set about doing sth** khởi sự làm gì
- **financial asset** tài sản bằng tiền mặt
- **to coordinate** điều phối
- **Prize-Awarding Institutions** các cơ quan phụ trách cấp giải thưởng
- **to contest** phản đối

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October 1, 1958, the official start of the National Aeronautics and Space Administration (NASA), was the beginning of a rich history of unique scientific and technological achievements in human space flight, aeronautics, space science, and space applications. NASA's first high-profile program was Project Mercury, an effort to learn if humans could survive in space, followed by Project Gemini, which built upon Mercury's successes and used spacecraft built for two astronauts. NASA's human spaceflight efforts then extended to the Moon with Project Apollo, culminating in 1969 when the Apollo 11 mission first put humans on the lunar surface. Apollo became a NASA priority on May 25, 1961, when President John F. Kennedy announced "I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the Moon and returning him safely to Earth."

A direct response to Soviet Union successes in space, Kennedy used Apollo as a high-profile effort for the U.S. to demonstrate to the world its scientific and technological superiority over its cold war adversary. In response to the Kennedy decision, NASA was consumed with carrying out Project Apollo and spent the next 11 years doing so. This effort required significant expenditures, costing $25.4 billion over the life of the program, to make it a reality. Only the building of the Panama Canal rivalled the size of the Apollo program as the largest non-military technological endeavour ever undertaken by the United States; only the Manhattan Project was comparable in a wartime setting. Although there were major challenges and some failures – notably a January 27, 1967 fire in an Apollo capsule on the ground that took the lives of astronauts Roger B. Chaffee, Virgil "Gus" Grissom and Edward H. White Jr. – the program moved forward inexorably. Less than two years later, in October 1968, NASA bounced back with the successful Apollo 7 mission, which orbited the Earth and tested the redesigned Apollo command module. The Apollo 8 mission, which orbited the Moon on December 24-25, 1968, was another crucial accomplishment on the way to the Moon.

"That's one small step for [a] man, one giant leap for mankind." Neil A. Armstrong uttered these famous words on July 20, 1969, when the Apollo 11 mission fulfilled Kennedy's challenge by successfully landing Armstrong and Edwin E. "Buzz" Aldrin, Jr. on the Moon. Armstrong dramatically piloted the lunar module to the lunar surface with less than thirty seconds worth of fuel remaining. After taking soil samples, photographs, and doing other tasks on the Moon, Armstrong and Aldrin rendezvoused with their colleague Michael Michael Collins in lunar orbit for a safe voyage back to Earth. Five more successful lunar landing missions followed. The Apollo 13 mission of April 1970 attracted the public's attention when astronauts and ground crews had to improvise to end the mission safely after an oxygen tank burst midway through the journey to the Moon. Although this mission never landed on the Moon, it reinforced the notion that NASA had a remarkable ability to adapt to the unforeseen technical difficulties inherent in human space flight. With the Apollo 17 mission of December 1972, NASA completed a successful engineering and scientific program. Fittingly, Harrison H. "Jack" Schmitt, a geologist who participated on this mission, was the first scientist to be selected as an astronaut. NASA learned a good deal about the origins of the Moon, as well as how to support humans in outer space. In total, twelve astronauts walked on the Moon during six Apollo lunar landing missions

In 1975, NASA cooperated with the Soviet Union to achieve the first international human space flight, the Apollo-Soyuz Test Project (ASTP). This project successfully tested joint rendezvous and docking procedures for spacecraft from the U.S. and the U.S.S.R. After being launched separately from their respective countries, the Apollo and Soyuz crews met in space and conducted various experiments for two days. After a gap of six years, NASA returned to human space flight in 1981, with the advent of the Space Shuttle. The Shuttle's first mission, STS-1, took off on April 12, 1981, demonstrating that it could take off vertically and glide to an unpowered airplane-like landing. Sally K. Ride became the first American woman to fly in space when STS-7 lifted off on June 18,1983, another early milestone of the Shuttle program.

On January 28, 1986 a leak in the joints of one of two solid rocket boosters attached to the Challenger orbiter caused the main liquid fuel tank to explode 73 seconds after launch, killing all seven crew members. The Shuttle program was grounded for over two years, while NASA and its contractors worked to redesign the solid rocket boosters and implement management reforms to increase safety. On September 29, 1988, the Shuttle successfully returned to flight. Dozens of successful flights followed, but the Space Shuttle Columbia disaster changed all that. The entire seven-member crew was killed on February 1, 2003, when the Shuttle disintegrated over Texas during re-entry into the Earth's atmosphere. Although the Shuttle program is currently suspended, the organization has indicated that it is committed to returning the three remaining Space Shuttles to safe flight by mid-2005.

1. With which of the following is the passage primarily concerned?
   A. The challenge of interplanetary travel
   B. A brief overview of NASA history and human space flight

C. A critical look at the Space Shuttle program
D. The US-Soviet Union "space race" during the 1950s and 60s

2. Which NASA space program was the first to put men on the moon?
   A. Project Gemini
   B. Project Mercury
   C. The Manhattan Project
   D. Project Apollo

3. The word "adversary" in the passage is closest in meaning to ______
   A. opponent B. ally C. associate D. supporter

4. The word "its" in paragraph 2 refers to ______
   A. the Soviet Union B. the U.S.
   C. Apollo D. a high-profile effort

5. According to paragraph 2, the building of the Panama Canal was a project that ______
   A. was much smaller in size than the Apollo program
   B. was similar in size to the Apollo program
   C. exceeded the size of the Manhattan Project
   D. resulted in a fire that killed several astronauts

6. The two astronauts ever to walk on the Moon were ______
   A. Roger B. Chaffee and Edwin E. Aldrin, Jr.
   B. Michael Collins and Neil A. Armstrong
   C. Edwin E. Aldrin, Jr. and Neil A. Armstrong
   D. Neil A. Armstrong and Roger B. Chaffee

7. The word "notion" in the passage is closest meaning to ______
   A. assumption B. misunderstanding
   C. plan D. connotation

8. Information in paragraph 5 supports which of the following conclusions?
   A. NASA has enjoyed a great deal of success with the Space Shuttle missions since 1986
   B. The Space Shuttle program has suffered some serious setbacks
   C. The Space Shuttle program has been suspended indefinitely
   D. NASA needs additional government funding in order to ensure the safety of future Space Shuttle flights

9. The author's tone in this passage could best be described as ______
   A. neutral and objective B. humorous
   C. tentative D. highly critical

GLOSSARY

- **the National Aeronautics and Space Administration (NASA)** Cơ quan Quản trị Hàng không và Không gian Quốc gia
- **unique** (adj) độc đáo
- **high-profile** (adj) đình đám, gây nhiều tiếng vang, được quảng bá rầm rộ
- **Project Mercury, Project Gemini, Project Apollo** [tên các chương trình thám hiểm vũ trụ của Mỹ]
- **to extend to** mở rộng, kéo dài đến
- **to culminate** lên đến đỉnh cao
- **lunar surface** bề mặt mặt trăng
- **priority** điều ưu tiên
- **to commit oneself to sth/ doing sth** cam kết sẽ làm gì
- **response to** câu trả lời cho
- **superiority** ưu thế, sự ưu việt
- **cold war adversary** đối thủ thời chiến tranh lạnh
- **to be consumed with sth** dồn hết tâm sức vào việc gì
- **expenditure** chi phí, phí tổn
- **the Panama Canal** Kênh đào Panama
- **rival** đối thủ
- **non-military** (adj) phi quân sự, không mang tính quân sự
- **technological endeavour** nỗ lực về công nghệ
- **comparable** (adj) có thể sánh với/ ngang tầm với
- **in a wartime setting** trong bối cảnh thời chiến
- **notably** (adv) đáng lưu ý là
- **capsule** khoang tàu vũ trụ
- **inexorably** (adv) không thể cản lại được
- **to bounce back** trở lại (sau khi tạm ngưng), lấy lại phong độ cũ
- **to orbit** bay quanh quĩ đạo
- **to redesign** thiết kế lại
- **command module** khoang tàu chỉ huy
- **crucial** (adj) quan trọng
- **leap** cú nhảy, bước nhảy
- **to utter a word** thốt lên một lời
- **to fulfil** làm trọn vẹn, thực hiện
- **to pilot** điều khiển
- **lunar module** khoang tàu dùng để đáp xuống mặt trăng
- **soil sample** mẫu đất
- **to rendezvous** hẹn gặp
- **ground crew** ban nhân viên mặt đất
- **to improvise** tùy cơ ứng biến, ứng tác, ứng đối theo tình huống
- **oxygen tank** bình chứa ô-xy
- **to reinforce** tăng cường, gia cố
- **unforeseen** (adj) không tiên liệu được
- **inherent** (adj) nội tại, sẵn có như thế
- **fittingly** (adv) một cách rất thích hợp
- **geologist** nhà địa chất
- **joint rendezvous** cuộc hẹn gặp nhau
- **docking procedures** các quy trình ghép nối
- **the advent of sth** sự ra đời (của một phát minh)
- **the Space Shuttle** tàu vũ trụ con thoi
- **vertically** (adv) theo chiều thẳng đứng
- **to glide** lượn, lướt nhẹ
- **unpowered** (adj) không được cấp động năng
- **to lift off** rời bệ phóng
- **milestone** cột mốc đánh dấu chặng đường
- **leak** chỗ rò rỉ
- **joint** khớp nối
- **solid rocket booster** tên lửa đẩy dùng nhiên liệu rắn
- **orbiter** phi thuyền (dùng để bay quanh quĩ đạo)
- **launch** sự phóng tàu vũ trụ
- **to be grounded** (máy bay) không đượ cất cánh, bị đình chỉ hoạt động
- **contractor** nhà thầu
- **to implement** thi hành thực thi
- **reform** sự cải cách, cải tổ
- **to disintegrate** tan rã, vỡ ra từng mảnh
- **re-entry** lúc vào lại (khí quyển)
- **to be suspended** bị đình chỉ
- **interplanetary travel** sự du hành liên hành tinh

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Johannes Gutenberg was a pioneer in the use of movable type. When he began building a printing press in 1436, he was unlikely to have realized that he was giving birth to an art form that would take center stage in the social and industrial revolutions which followed.

Gutenberg was German, his press was wooden, and the most important **aspect** of his invention was that it was the first form of printing to use movable type. Although Laurence Koster of Haarlem also laid claim to the invention, scholars have generally accepted Gutenberg as the father of modern printing. A further claim that movable type was used in China as early as 1041 is undisputed. However, the Chinese types were made of (unlike Gutenberg's, which were cast in metal), they were comprised of only oriental characters, and their methods of application differed. Before Gutenberg, the printing press was used only to reproduce pictures, playing cards, and designs on cloth. Designs were cut in wood, stone, or metal and transferred to parchment or vellum. Sometimes a few words of explanation were cut into the printing block, but that was the limit of text printing. Books were copied by hand by monks, which was a labor-intensive undertaking.

Detailed records of Johannes Gutenberg's life and work are **negligible**; his name does not appear on any of the works credited to him. From what is known, Gutenberg was born in Mainz, Germany in about 1400. He worked as a silversmith and also served as a policeman. In 1438, Gutenberg became a partner in a block printing firm. From 1438 to 1455, he experimented with metal type.

Perhaps his most significant **innovation** was the efficient molding and casting of movable metal type. Each separate letter was carved into the end of a steel punch which was then hammered into a copper blank. The copper impression was inserted into a mold and a molten alloy made of lead and tin was poured into **it**. The metal cooled quickly and the resulting reverse image of the letter was attached to a lead base. The width of the lead base varied according to the letter's size (for example, the base of an "i" would not be nearly as wide as the base of a "w"). This emphasized the visual impact of words and clusters of words rather than evenly spaced letters. This novelty lent elegance and sophistication to what seemed to many to be the magically perfect regularity of a printed page.

Gutenberg designed a Latin-print Bible which became his signature work. He printed approximately 300 two-volume Gutenberg Bibles, which sold for 30 florins each, or about three years of a clerk's wage. The copies of the 42-line Bible that remain – about 40 in all – are among the world's most valuable books. It is known as the 42-line Bible because most of its pages are printed in two columns forty-two lines long. The Library of Congress in Washington. D.C. has one of the three remaining complete and perfect sets.

All in all, Gutenberg's contributions to early printing technology should be classed with the greatest events in the history of the world. It caused a revolution in the development of culture, equaled by hardly any other incident in the Christian Era. Thus, not only has Gutenberg's art been inseparable from the progress of science, but it has also been an indispensable factor in the education of the people at large. Culture and knowledge, until then considered aristocratic privileges peculiar to certain classes, were popularized by typography, although in the process it unfortunately brought about an internal revolution in the intellectual world in the direction of what is profane and free from restraint.

1. What is the main topic of the passage?
   A. The history of printing around the world
   B. The contributions Gutenberg made to typography
   C. The famous 42-line Bible
   D. The different kinds of print type and their applications

2. The word "aspect" in the passage is closest in meaning to ______
   A. feature B. type C. relation D. purpose

3. According to paragraph 2, how were books reproduced before the printing press?
   A. Monks copied them by hand
   B. Designs were cut in wood, stone, or metal and transferred to parchment or vellum
   C. Books were not able to be reproduced at that time
   D. Sometimes a few words of explanation were cut into the printing block, but that was the limit of text printing

4. The word "negligible" in the passage is closest in meaning to ______
   A. insignificant B. enormous
   C. well-known D. limited

5. According to the passage, what lent elegance and sophistication to Gutenberg's work?
   A. The letters were all the same size.
   B. A lead base was used for the letters.
   C. The letters "i" and "w" were very stylized.
   D. The letters were aligned with perfect regularity.

6. The word "innovation" in the passage is closest in meaning to _____
   A. metal B. blank C. letter D. novelty

7. Why is Gutenberg's bible called the 42-line Bible?
   A. The complete bible was written in 42 lines
   B. Most pages contained exactly 42 lines.
   C. Only 42 lines of the bible have been found
   D. The bible consisted of 42 lines per volume

8. According to the passage, the author implies that Gutenberg ______
   A. invented the printing press
   B. was the first to print text
   C. only printed a bible
   D. was not successful at any job

9. In paragraph 6, the author suggests that ______
   A. Gutenberg contributed little to the development of printing
   B. Gutenberg's art has no connection to the progress of modern science
   C. culture and knowledge in the Christian Era was peculiar to all classes
   D. the invention of movable type was a significant event in world history

10. Which of the following sentences should NOT be included in a summary of the passage?
   A. The 42-line Bible is considered Gutenberg's finest work.
   B. Gutenberg changed the way text is produced.
   C. Gutenberg was one of the most famous Germans in history.
   D. Movable metal type was invented by Gutenberg.

GLOSSARY

- **movable type** thuật in bằng con chữ rời (trái với in bản khắc)
- **printing press** máy in
- **take center stage** đóng vai trò quan trọng
- **to lay claim to sth** tự xưng mình là người có công/là cha đẻ của
- **scholar** học giả
- **undisputed** (adj) không ai phản đối
- **clay** đất sét
- **to be cast in metal** được đúc bằng kim loại
- **to be comprised of** gồm có
- **oriental character** con chữ phương đông (chữ Hán/ Nhật/ Hàn)
- **playing cards** cỗ bài, những lá bài
- **parchment** da thú dùng làm giấy
- **to emphasize** nhấn mạnh
- **cluster** cụm, nhóm
- **evenly spaced letters** các chữ cái có khoảng cách đều nhau
- **novelty** sự mới lạ, phát minh mới
- **to lend elegance and sophistication to sth** khiến cho cái gì trông đẹp và tinh tế hơn
- **regularity** sự đều đặn
- **Latin-print Bible** Kinh thánh bằng chữ La tinh
- **signature work** công trình lưu danh
- **two-volume** (adj) gồm 2 tập
- **florin** [đơn vị tiền Ý]
- **clerk** nhân viên thư kí
- **Library of Congress** Thư Viện Quốc Hội Mỹ

- **vellum** giấy làm bằng da thú
- **printing block** bản khắc để in
- **monk** thầy tu
- **a labor-intensive undertaking** một công việc rất khó nhọc
- **negligible** (adj) không đáng là bao, nhỏ nhoi
- **to be credited to sb** được qui là do ai có công tạo ra
- **silversmith** thợ bạc
- **block printing firm** công ti in bản khắc
- **innovation** phát kiến, sáng kiến cải tiến
- **molding** sự tạo khuôn để đúc
- **casting** sự đúc
- **to carve** khắc
- **steel punch** mũi dùi bằng thép
- **to hammer** đóng bằng búa
- **copper blank** mẫu đồng chưa có vết tích gì
- **copper impression** mẫu đồng có chữ lõm xuống
- **molten alloy** hợp kim nóng chảy
- **lead** chì
- **tin** thiếc
- **resulting reverse image** kết quả là có cái ảnh lộn ngược
- **a set** một bộ
- **contribution to** sự đóng góp cho
- **to be classed with** được xếp hạng chung với
- **to be equaled by** được sánh ngang hàng bởi
- **the Christian Era** Kỉ nguyên Thiên chúa giáo
- **inseparable from** (adj) không tách rời với
- **indispensable** (adj) rất cần thiết, không thể thiếu
- **aristocratic privilege** đặc quyền của giới quí tộc
- **to be peculiar to sb/sth** dành riêng cho
- **to be popularized** được phổ cập, được đại chúng hóa
- **typography** nghề in
- **internal** (adj) ở bên trong, nội tại
- **intellectual** (adj) thuộc trí thức
- **profane** (adj) (lời lẽ, ngôn ngữ) có tính báng bổ
- **free from restraint** thoát khỏi mọi giới hạn

KEY TO READING COMPREHENSION

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	C	D	D	D	A									
2	C	C	B	C	A	D	A	C	C	B				
3	D	B	C	A	D									
4	B	A	D	B	D	A								
5	C	B	C	C	D	D	A							
6	C	C	D	C	A	B	B	B						
7	B	A	D	C	D	C	D							
8	A	C	D	C	B	A	A							
9	B	D	A	C	A	B								
10	B	C	B	D	B	C								

11	A	D	A	D	B	A	D	B						
12	B	B	A	C	D	B								
13	D	B	B	C	C	C								
14	B	C	C	B	C	B	D							
15	C	D	C	B	C	A	A							
16	D	A	B	C	A	C								
17	C	A	B	B	C	D								
18	D	A	A	C	C	B								
19	B	D	A	A	D	C								
20	B	A	C	D	A	D								
21	D	C	A	D	B	B	C							
22	B	B	D	A	B									
23	D	B	D	C	A	C								
24	B	A	B	B	C	A	D							
25	C	D	A	C	B	C								
26	D	A	A	C	D	C								
27	A	D	C	B	C	B	A							
28	A	B	C	C	D	B								
29	C	B	D	A	C	A	D							
30	D	A	B	B	A	C	B							
31	C	A	C	C	B	A	D							
32	A	C	C	D	B	B	B							
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33	D	B	D	B	B	D	C							
34	B	C	B	A	B	C	D							
35	C	B	B	B	A	B	D							
36	D	B	B	C	D	B	A							
37	C	B	A	B	B	C	A							
38	C	B	A	D	A	D	B							
39	C	B	B	B	D	D	C							
40	D	B	B	A	B	B	C							
41	C	B	D	C	A	D	B							
42	C	A	D	D	B	A	C							
43	B	D	A	C	D	B	A							
44	A	B	C	A	D	C	C							

45	B	A	C	B	A	C	A							
46	B	D	A	C	D	C	B							
47	D	B	C	A	A	C	B							
48	D	B	A	B	D	D	D							
49	D	B	D	D	C	A	B							
50	C	B	A	B	D	D	C							
51	D	A	B	A	D	B	C	B	C	B	C	D	C	A
52	C	A	B	C	B	D	B	D						
53	A	A	C	D	D	C	C	B						
54	B	B	D	A	D	C	C	D						
55	C	B	C	B	D	B	C	C						
56	B	C	D	C	D	A	C	B						
57	D	C	C	A	C	B	A							
58	B	A	D	D	C	B	B	D	B	A				
59	D	C	A	B	C	B								
60	C	B	B	A	D	C	B	D						
61	B	A	C	B	C	D	C							
62	A	B	B	C	D	C	D							
63	C	C	C	D	B	A	C							
64	A	D	C	C	A	D	C							
65	A	B	C	B	C	C	B							
66	B	D	C	A	D	D	C							
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67	B	D	C	D	D	D	D							
68	C	C	A	C	C	C	A							
69	C	A	B	D	B	A	B							
70	B	B	A	D	B	D	C							
71	B	D	B	A	B	C	D							
72	D	A	C	C	A	B	C							
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74	C	D	A	B	C	A	D							
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94	C	C	B	A	A	B	D	A						
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97	C	D	A	B	D	B	B	D						
98	D	C	A	B	C	D	B	A	C	D	C	D		
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103	B	A	D	D	D	C	A							
104	C	B	B	D	A	C	B							
105	B	D	C	D	D	B	C	B	B	A				
106	D	C	D	B	B	C	B	D	A	B				
107	B	A	A	C	C	B	A							
108	D	C	D	A	C	B								
109	C	C	D	B	D									
110	C	B	D	B	C									
111	B	C	A	D	B	A	D	A	B	A				
112	B	D	B	C	C	A	C	A	A					

113	B	C	D	C	D	A	A	D	A	B	C			
114	B	B	C	A	B	C	A	C						
115	A	B	B	D	C	B	C	C	D					
116	B	B	A	B	A	B	C	A	C					
117	C	A	B	B	B	D								
118	C	C	B	A	D	B								
119	B	A	C	A	D	B								
120	D	B	B	B	D	D	C	C	B					
121	B	A	C	B	A									
122	B	B	C	C	B	A	D	B						
123	C	C	A	D	D	A	C	B	D	A				
124	B	C	A	D	C	A	D	C	C	A				
125	A	A	D	B	C	C								
126	D	A	A	D	C	A								
127	D	B	B	C										
128	B	C	D	A	C	D	C	A						
129	A	C	B	C										
130	B	D	A	D	C	B								
131	A	B	A	A										
132	A	B	C	B	D	D	A	D	C					
133	D	A	A	B	C									
134	B	D	B	A	A	D	C	B						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
135	A	D	C	A	B	A	A							
136	A	A	B	D	A	A	C	B	D	B	D	B		
137	B	B	A	A	D	C	C	C	D					
138	B	C	A	C	A	A	D	D	C	B	D			
139	B	D	A	B	B	C	A	B	A					
140	B	A	A	A	D	D	B	B	D	C				

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